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Indian Affairs
School Files

RG 10, Volume 6001

File 1-1-1, part 1	Headquarters - Schools - General.	1879 - 1905
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Vol 1

NO. 1 - 1 - 1

Department of Indian Affairs

19

SCHOOLS

GENERAL CORRESPONDENCE

Re Canadian Pacific
Industrial Schools -
Financing of - see
also Etc
file 11422

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1-1-1

Education Department
THE UNIVERSITY,
LIVERPOOL.

3/2/29

Sir I beg to acknowledge with thanks your letter 1-1-1 (dated 29th inst.) and also the Report on Indian Affairs, which gives me stock — the information I was seeking. I am much obliged.

Your obedient servant

J. W. Nagel

SCHOOL BRANCH
JAN30 1894

1891

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(CONFIDENTIAL.)

REPORT ON INDUSTRIAL SCHOOLS FOR INDIANS AND HALF BREEDS.

OTTAWA, 14th March, 1879.

To the Right Honourable

The Minister of the Interior.

SIR,—I have the honour to submit the following report on the working of Industrial Schools for the education of Indians and mixed-bloods in the United States, and on the advisability of establishing similar institutions in the North-West Territories of the Dominion

In accordance with your directions of the twenty-eighth of January, I went to Washington. His Excellency Sir Edward Thornton, the Honourable Carl Schurtz, Secretary of the Interior, and the Honourable E. A. Hayt, the Commissioner of Indian Affairs, secured for me every facility for becoming acquainted with the establishment, cost and practical value of industrial schools among the Indian populations of the United States.

The industrial school is the principal feature of the policy known as that of "aggressive civilization." This policy was inaugurated by President Grant in 1869. But, as will be seen, the utility of industrial schools had long ere that time been amply tested. Acting on the suggestion of the President, Congress passed a law early in 1869, providing for the appointment of the Peace Commission. This Commission recommended that the Indians should, as far as practicable, be consolidated on few reservations, and provided with "permanent individual homes"; that the tribal relation should be abolished; that lands should be allotted in severalty and not in common; that the Indian should speedily become a citizen of the United States, enjoy the protection of the law, and be made amenable thereto; that, finally, it was the duty of the Government to afford the Indians all reasonable aid in their preparation for citizenship by educating them in industry and in the arts of civilization. After eight years' experience of the partial carrying out of these recommendations, the Board pressed for a still more thorough policy; they urged, among other things, that titles to land should be inalienable from the family of the holder for at least three generations. From 1869 vigorous efforts in an educational direction were put forward. But it was found that the day-school did not work, because the influence of the wigwam was stronger than the influence of the school. Industrial Boarding Schools were therefore established, and these are now numerous and will soon be universal. The cry from the Agencies where no boarding industrial schools have been established is persistent and earnest to have the want supplied.

Report on Industrial Schools in U.S.A. 1879

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The experience of the United States is the same as our own as far as the adult Indian is concerned. Little can be done with him. He can be taught to do a little at farming, and at stock-raising, and to dress in a more civilized manner, but that is all. The child, again, who goes to a day school learns little, and what little he learns is soon forgotten, while his tastes are fashioned at home, and his inherited aversion to toil is in no way combated.

There are two ways of conducting the industrial boarding schools. In the one, the Government carries on the school through the Agency; in the other, by contract. A contract is made, for instance, with the Episcopal Church authorities, or the Roman Catholic Church authorities, or with the authorities of any other body of Christians, to carry on an industrial boarding school among the Indians. One hundred and twenty-five dollars a year is paid for each pupil boarder, when the attendance at the school does not exceed thirty; in larger schools, one hundred dollars; and even less when the school is of considerable size. The Honourable the Commissioner of Indian Affairs is not in favour of the contract system, because the children at schools under contract do not, as a rule, get a sufficient quantity of food. The contractor, in addition to supplying the food, prepares the clothing, the raw material of which is found by the Government. The Commissioner was emphatic in his testimony as to the happy results which had attended the industrial schools wherever established. Experience has demonstrated that it is better to have the dormitory separated from the school. The school is now, therefore, always erected about ten rods from the dormitory. Thus the children are kept from spoiling the building.

The accompanying plan (Appendix A, Nos. 1 & 2), is a design for one of the schools of the cheapest kind. The cost of erecting such a structure does not exceed $1,000. In Canada, where, as a rule, we have plenty of timber, a building of the same class could be erected for eight hundred dollars or thereabouts. At the industrial school, in addition to the elements of an English education, the boys are instructed in cattle-raising and agriculture; the girls in sewing, breadmaking, and other employments suitable for a farmer's wife. In the case of the boys, agriculture is principally aimed at, cattle-raising requiring but few hands. Very many of the schools raise herds of cattle. Thus, at the Cheyenne and Arapho Agency there is a large herd belonging to the school. The stock, which is constantly increasing in number and value, is as follows:—

	Value.
On hand in 1877, 211 head of all kinds.	$1,882 00
On hand in 1878, 359 head.....	3,332 00
Increase of 148 head.....	$1,450 00
Derived as follows:—	
By increase in value by growth.....	$500 00
" " stock, 100 calves.....	500 00

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By donations.....	142 00
" earnings of school and sale of pork	142 00
" value of ponies bought	110 00
Total	$1 694 00
Less 6 head died and 10 turned over to boys leaving school.....	224 00
	$1,470 00

Of the 359 head of stock of all kinds, 53 head belong to individual school children. The balance is common property. It is confidently expected that this school will be self-supporting in a few years. It is obvious that with such a stock, the yearly increase must be considerable, with commensurate profits.

The Industrial Boarding School is conducted by a Principal, who has one or more assistants in proportion to the number of scholars. What religion shall be taught in the school is generally easily settled, as the rule is to permit but one sect on an Agency. There is an exception to this rule, as will be seen, and the wisdom of it may be questioned.

The Friends, the Orthodox Friends, the Methodists, the Roman Catholics, the Baptists, the Presbyterians, the United Presbyterians, the Congregationalists, the Protestant Episcopalians, the Reformed Episcopalians, the Unitarians, the Christian Union, and the Evangelical Lutherans, have one or more of the seventy four agencies allotted to them.

When an agent is to be appointed, the candidate is chosen on the recommendation of a representative of one or other of these religious bodies. his, I was assured, worked well, and secured a superior class of agents. Appointing men for political services had proved a failure.

At Hampton (Virginia) there are fifty Government pupils, for each of whom one hundred and sixty-seven dollars, yearly, is paid, for board and tuition. The school is of a high grade, and the pupils sent there are intended for interpreters. The present Indian interpreter, as a rule, belongs to a degraded class, and translates the dialects very inefficiently.

At the ordinary industrial boarding school, managed by the Government through the Agency, each pupil costs, on an average, one hundred dollars a year. The yearly outlay on an industrial school for fifty children would, therefore, be about five thousand dollars a year. But for the first year the expense would certainly be more. The aim, however, would be to make these schools self-supporting, and when the sums properly chargeable to capital account had been spread over a number of years, the school meanwhile being conducted on economical and profitable principles, even less than five thousand dollars might be found to meet every demand. The items are as below :—

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School	$800 00	
Dormitory	800 00	
Furniture	600 00	
		$2,200 00
Salary of Principal, $800, or say	1,000 00	
" Assistant, $600, "	700 00	
Matron, $25 per month for 10 months	250 00	
Cook, $20 " "	200 00	
Laundress, $20 " "	200 00	
Seamstress, $20 " "	200 00	
		$2,550 00
3 waggons, at $54 each	162 00	
6 sets of double harness, at $22 each	132 00	
7 breaking ploughs, at $15.90	111 30	
10 stirring " at $2.85 each	28 50	
3 harrow " at $5.50 each	16 50	
1 drill	20 00	
2 sewing machines, at $30 each	60 00	
Clothing material for fifty children	750 00	
1 organ	86 00	
Cattle, a few head	100 00	
Sheep and pigs, if sheep and pigs can be raised	50 00	
Horses	200 00	
		$1,716 30
Flour, 375 lbs. a week for 10 mos. at 1¾ cts. per lb	282 19	
Corn meal, 125 lb. a week for 10 mos at 3½ cts. per lb	187 91	
Beef, fresh, 350 lbs. a week for 10 mos. at 9 cts. per lb	1,354 50	
Pork or bacon, 50 lbs. a week for 10 mos. at 10 cts. per lb	215 00	
Coffee, green, 12½ lbs. a week for 10 mos. at 28 cts. per lb	150 50	
Tea, Congou, 1½ lbs. a week for 10 mos. at 37 cts per lb	23 65	
Sugar, 30 lbs. a week for 10 mos. at 12½ cts. per lb	161 25	
Beans, rice, or hominy, 25 lbs. a week for 10 mos. at 8 cts. per lb	86 00	
Dried fruit, 25 lbs. a week for 10 mos. at 10 cts. per lb	107 50	
Syrup or molasses, 2½ galls. a week for 10 mos. at 85 cts. per gallon	91 16	
Vinegar, 2½ qts. a week for 10 mos. at 75 cts. per gall	20 21	
Salt, 12½ lbs. a week for 10 mos. at 2 cts. per lb	10 75	
Soap, 12½ lbs. a week for 10 mos. at 8 cts. per lb	43 00	
Baking powder, 2 lbs. week for 10 mos. at 42 cts. per lb	36 12	
		$2,769 74
		$9,236 04
Deduct as belonging to capital account	$2,200 00 1,716 30	
		$3,916 30
		$5,319 74

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There are, as a rule, blacksmith and carpenter and even shoemaker's shops on each Agency, where boys are taught a trade, but these are charged to the Agency.

Butter, eggs, milk, garden vegetables, raised and produced on the farm, may be used in addition to the above. The ration is a maximum, which the agent is directed to reduce when practicable.

On the Agencies, it may be remarked, in passing, Indian Police are employed with excellent results. Those I saw were, for the most part, of mixed blood. The Indians submit to their surveillance with more readiness than they would to that of whites. These police are paid $5 a month and their rations and clothes.

The happy results of Industrial Schools are strikingly shewn in the case of the five "civilized" nations, the Cherokees, the Chickasaws, the Choctaws, the Creeks and Seminoles, who are all making undoubted progress in agriculture and in education. They number in all about sixty thousand, and occupy reservations on what is known as the "Indian Territory," where it is the policy of the United States to settle as many Indian tribes as possible. This territory lies, roughly speaking, between 34 and 37 latitude and 96 and 100 longitude. A large proportion of the income of these nations is devoted to educational purposes. They have their own schools; a code of their own; a judiciary; a national council which enacts laws; newspapers in the native dialect and in English; and they are, in effect, five little republics within the Republic, but of course without the higher functions of empire. The Honourable the Commissioner arranged that I should meet some of the principal men of these nations. Colonel Pleasant Porter and W. D. M. Hodge (Creek Nation); Colonel Wm. P. Ross and his brother, Mr. D. H. Ross (Cherokee); Mr. Charles Thompson, the Chief of the Cherokees; ex-Judge Stedham (late of the Supreme Court of the Cherokee Nation), and Colonel Adair; also Colonel Brown, of the Seminoles. They had all come up to Washington to watch the Indian Bills, which were before Congress. They made a remarkable group. But I am bound to say there was not one of them of pure Indian blood. Even the Chief, Mr. Charles Thompson, who looked the Indian, had a very slight Scotch strain in him. Colonel Pleasant Porter was in part of Irish descent, and looked like a Spanish grandee, or as the Commissioner said, like a Bank Director with a deep olive complexion. Colonel Wm. J. Ross had in his features scarcely a hint of Indian blood. Indeed he might have passed for a clever Scotchman.

Colonel Pleasant Porter had been educated at what he called the "Manual Labour School," and gave the following account of the progress of education in his nation, an account which, on verification, proved to be correct:

"Up to twenty-two years ago," said Mr. Porter, "the schools of the Creek nation were under the management of the United States Government. The Government

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contracted with either the Presbyterians or Methodists to carry on Manual Labour Schools, as far back as thirty-two years ago. I am thirty-eight years of age, and was educated at one of these schools. About twenty years ago the control of the schools was transferred entirely to the Creek nation. The schools were still carried on by teachers appointed by the religious boards, but under contract with the nation, (that is, the Creek nation). Since then, we have established what is called the neighbourhood schools system—day-schools in fact— among the five civilized nations. Day-schools carry no disadvantage, because the child's home is a civilized home."

Mr. Porter here assured me that the five "civilized" nations were accurately so described. But Colonel Brown, of the Seminoles, stated that they never could, in his opinion, cope with the white man in either cunning or industry. The Principal of the school, Mr. Porter added, was always a white man. The children made good progress in the ordinary branches of an English education, but not in the higher branches of study. It was impossible to show the Indian the utility of advanced studies.

"What," repeated Colonel Porter several times, "the Indian needs most is to be taught to work, and to apprehend values. When the Indians settle down and farm they accumulate property, cattle, hogs, and cereals. Our people are a farming people, but they never farmed until they were educated. When first the Indian is set to work, he takes best to raising stock, and then he gradually passes on to agriculture. The first animal he wants is a horse, then cattle, after a time he wants hogs and sheep. It is hard to get him to raise wheat. But he comes to it after a time. He likes to work with his hands. It is hard for him to understand machinery. Cotton is becoming quite an industry with us. Last year we raised $40,000 worth. The Creeks do not hunt, save for pastime."

Colonel Wm. P. Ross, (Cherokee), spoke as follows: "I was President of the Board of Education last year. We had in operation about seventy-eight primary schools, (that is, neighbourhood or day schools), where the children are taught the ordinary elements of an English education. We have two high schools taught by white teachers—one male, the other female; in each there are two departments, one primary, the other academic. Last year we had an aggregate attendance at all our schools of 2,800 children, and an average of something less than 2,000. We have a Board of Education, consisting of three members, who have charge of all the schools in the country; they examine teachers and pay them, or rather they give certificates upon which they draw their pay from the treasury through the Chief. We support our schools out and out, and the majority of our teachers are Indian teachers. About $75,000 a year is expended for educational purposes. The first public schools the Cherokees had, west of the Mississippi, were established in 1842. There were schools

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amongst them previously to that time, but they were partially or entirely supported by missionary institutions. But since 1842 we have had our own system of public schools, under the control and management of the Cherokee nation. We pay the Principal $700 a year and board in the institution; he is generally white. High school assistant teachers are paid $600 and board for the school year of ten months, and we pay our common school teachers, one class $50 a month, the next class $40, the next $30, or $500, $400 and $300, for ten months of a school year. As to the cost of the schools, the primary are, as a rule, put up by the neighbourhood. The boarding schools are generally solid brick buildings, and cost about $2,500. We have a regularly-organized government, and we elect our Chiefs and Judges, who used to be hereditary. Our population is about nineteen thousand, and we are increasing. We live by agriculture and stock-raising. We have $3,000,000 in trust with the Government."

Judge Stedham said the cost of boarding a child, among the Cherokees, was $7.00 a month, or $70.00 for ten months. He added that the children were made to work two hours a day and half the day on Saturday.

All the representatives of the five civilized nations declared their belief that the chief thing to attend to in dealing with the less civilized or wholly barbarous tribes, was to separate the children from the parents. As I have said, the Indian Department, at Washington, have not much hope in regard to the adult Indians, but sanguine anticipations are cherished respecting the children. The five nations are themselves a proof that a certain degree of civilization is within the reach of the red man while illustrating his deficiencies.

At the suggestion of the Commissioner, I visited the White Earth Agency, Minnesota. I found the school well attended, and the answering of the children creditable. But the quickest and brightest were mixed-bloods.

The Principal of the school is a mixed-blood; his Assistant is an Indian. The dormitory was plainly but comfortably furnished, and the children, whom I saw at dinner, were evidently well fed. The Episcopalian clergyman is a full-blood Ottawa, and is an able preacher. On the Reserve, there is also a Roman Catholic Church, and two Roman Catholic clergymen, and everything goes harmoniously forward. Mr. Ruffee, the Agent, who is an able man, and who knows the Indian character well, made a memorandum regarding Agencies, the gist of which may be given, as bearing not remotely, on the subject of my inquiry.

Mr. Ruffee deemed it necessary, first of all, that an Indian Reservation should have manual labour schools, or, in other words, boarding industrial schools; mills, both saw and grist; blacksmith and carpenter's shops; that all the young men of a tribe or tribes, who desired it, should be taught some trade; that missionaries of all denominations

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should have equal advantages; that a first-class physician should be employed; that, as soon as possible, tribal relations should be abolished; that chiefs should be recognized, if at all, only for meritorious conduct and industry; that the Indians should be dealt with in severalty; that money or goods should be disbursed for an equivalent in labour; that in the first year, farming implements, cattle, hogs, sheep and the like should be supplied; and finally that, Indian (that is with some Indian-blood, more or less) police should be employed. They work admirably and cannot be dispensed with—is his emphatic opinion.

There were, on this Reserve, some excellent farms cultivated by pure-blood Indians. One would be struck by the progress made in ten years by a full-blood Indian pair—Mo-che-ge-wence and his wife, who had come to the agency wild, and whose smoky wigwam, where they first lived, was within a stonethrow of their comfortable home. Passing through a kitchen, where stood a good cooking stove, you entered a large room—at once a sitting and sleeping apartment—and you noticed around the walls, little chromos in tasteful frames made by the squaw. The room was well furnished. The Indian said he had twenty acres cleared on which he had grown wheat last year. He had had no help. His stock consisted of one yoke of oxen and one yoke of steer, two milch cows, one pony. He had built the house himself. The rule is to give the Indians tools, and let them build their own dwellings, in fact to make them do as much as possible for themselves. Mo-che-ge-wence can neither read nor write. He is a member of the Episcopal Church. In the wigwam he used to inhabit some five years before, were found, amid the dirt and smoke and closeness of the loge, a few Indians lately come to the Reservation. In ten years an immense stride had been made. The stables were good. There was the Indian pony comfortable and clean. The stable, which was of fair size, also contained roomy stalls for oxen. There was another building—the store-room full of seed, wheat and flour, ground in the mill of the Reservation, from wheat of this prudent Indian's own growth. He had an ice-house. He had also a quantity of reeds and birch bark to aid him in making maple sugar in the summer. "This man—this farmer," said Mr. Ruffee; "is a fair sample and not the best. He is a zealous churchman. He had distinguished visitors here last Sunday, a Sioux chief and part of the chief's following, and when the collection was being taken up he put half a dollar on the plate." This man, like all those on the Reservation, belongs to the Chippewa nation—a large branch of which we have in Canada. White Cloud—the great orator of the Reservation—expressed the high esteem his nation had for the Government of the Queen, recalled the kind treatment the Indians, and more especially his nation, had always received at the hands of the British, and bade the Canadian visitor give his people in Canada this message—to travel along the white man's way, and educate their children.

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The zeal and enthusiasm and life on this Reservation is due to Mr. Ruffee's energy and his determination to surround himself with half-breed assistants. Every employé on the Reservation is of mixed blood. A mixed-blood family named Beaulieu, two generations of which took a deep and warm interest in the Indians, must be of the greatest assistance to him.

At Winnipeg, I met most of the leading men, clerical and lay, who could speak with authority on the subject of the inquiry, and to the experience, knowledge and courtesy of Mgr. Taché, Père Lacombe, Hon. Jas. McKay, and many others, this report is much indebted.

Among the Indians there is some discontent, but as a rule it amounts to no more than the chronic querulousness of the Indian character, and his uneasiness about food at this time of year will unfortunately leave no trace in his improvident mind when spring opens and fish are plentiful. The exceptions are furnished by one or two chiefs whose bands are starving, that is in the Indian sense of that word, without a certain prospect of food in the future. Distress will always exist among improvident people, and undoubtedly distress and misery exist in many Bands. The attitude of the chiefs referred to, and the language held by the chief on the occasion of a visit to the St. Peter's Reservation—language which showed that he was in communication with the unsettled Bands—open up, in the event of the disappearance of the buffalo (a disappearance no protective legislation can long retard), a prospect which demands the serious consideration of the Department. No race of men can be suddenly turned from one set of pursuits to another set of a wholly different nature without great attendant distress. But, suddenly, to make men long accustomed to a wild unsettled life, with its freedom from restraint, its excitement and charm, take to the colourless monotony of daily toil, the reward of which is prospective, is impossible.

The half-breeds or mixed-bloods are thoughtful, if not anxious, regarding the Government's intentions respecting them. But the problem before the Department cannot be settled by the issue of scrip. That problem can be solved only by gradually educating Indians and mixed-bloods in self-reliance and industry.

Colonel Porter's testimony given above, that of Mr. Ross, the position of these gentlemen and the position of the other leading men of the five "civilized" nations are instructive. Not merely is the only effective means of educating the Indians in self-reliance and self-support pointed out; the inference is not far-fetched that the mixed-blood is the natural mediator between the Government and the red man, and also his natural instructor.

The lesson would also be taught, were that lesson necessary, that the mixed-blood or half-breed is a man of capacity, intelligence and power. But that lesson does not need to be taught in the Dominion, where we have leading

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barristers and competent statesmen from that interesting and useful class of our fellow-citizens. The Indian himself is a noble type of man, in a very early stage of development. His temperament is for the most part lymphatic. That temperament might or might not be modified by advance in civilization in the course of generations. This temperament, united with the nervous or nervo-sanguine temperament of Saxon or Celt, a type is produced of great staying power, often highly intellectual, vigorous, of quick perceptions and large resource.

There is now barely time to inaugurate a system of education by means of which the native populations of the North-West shall be gradually prepared to meet the necessities of the not distant future; to welcome and facilitate, it may be hoped, the settlement of the country; and to render its government easy and not expensive.

I would respectfully warn the Department against listening to alarmists who would press them to act in a manner which would develop, with tropical rapidity, in every chief, the pestilent character of the demagogue. But as far as we can judge from approximate returns, there are some twenty-eight thousand Indians in the seven territorial divisions covered by treaty. There are about twelve hundred half-breed families. Chief Beardy and Big Bear are malcontent. Beardy's Band is put down in the official returns as not more than thirty-nine. His Band is, however, many times larger than this. We have warlike and excited refugees within our territory. A large statesmanlike policy, with bearings on immediate and remote issues, cannot be entered on too earnestly or too soon

The Indian character, about which some persons fling such a mystery, is not difficult to understand. The Indian is sometimes spoken of as a child, but he is very far from being a child. The race is in its childhood. As far as the childhood analogy is applicable, what it suggests is a policy that shall look patiently for fruit, not after five or ten years, but after a generation or two. The analogy is misleading when we come to deal with the adult, and is of course a mere truism and not a figure of speech when we take charge of the Indian in the period of infancy. There is, it is true, in the adult, the helplessness of mind of the child, as well as the practical helplessness; there is, too, the child's want of perspective, but there is little of the child's receptivity; nor is the child's tractableness always found. One of the prime conditions of childhood is absent—the abeyance of the passions. Anybody who has tried to educate grown-up civilized men, with untrained minds, as are the minds of most civilized men, will understand the disturbing and dwarfing influence of the complex interests which crowd in on the adult. The Indian is a man with traditions of his own, which make civilization a puzzle of despair. He has the suspicion, distrust, fault-finding tendency, the insincerity and flattery, produced in all subject races. He is crafty, but conscious how weak his craft is when opposed to the

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superior cunning of the white man. Not to speak of him —even some of the half-breeds of high intelligence are incapable of embracing the idea of a nation—of a national type of man—in which it should be their ambition to be merged and lost. Yet he realises that he must disappear, and realizing this, and unable to associate himself with the larger and nobler idea, the motive power which inspired a Pontiac and a Tecumseh, is absent. The Indian's stolidity is in part assumed, in part the stupor produced by external novel and distasteful conditions, and in both respects has been manifested in white races at periods of helplessness and ignorance, of subjection to, and daily contact with, the power and superior skill and refinement of more advanced races, or even more advanced branches of the same race. We need not, therefore, recall the names of Indian heroes to make us respect the intent capacities of the red man. We have only to look to the rock whence we were hewn. The Indian, I repeat, is not a child, and he is the last person that should be dealt with in a childish way. He requires firm, bold, kindly handling and boundless patience. He exacts, and surely not unreasonably, scrupulous honesty. There ought to be a special exemplary punishment provided for those persons who, when employed by the Government to supply the Indian with stores, cheat him.

It would be travelling beyond the record to comment on our Indian policy and our treaties with the Indians, though I have formed very decided opinions respecting both. But this remark is pertinent. Guaranteeing schools as one of the considerations for surrendering the title to land, was, in my opinion, trifling with a great duty and placing the Government in no dignified attitude. It should have been assumed that the Government would attend to its proper and pressing business in this important particular. Such a guarantee, moreover, betrays a want of knowledge of the Indian character. It might easily have been realized, (it is at least thinkable), that one of the results would be to make the Chiefs believe they had some right to a voice regarding the character and management of the schools, as well as regarding the initiatory step of their establishment. Chief Prince is giving some trouble on this head. There are cases where a denominational would be more suitable than a secular school, and *vice versa*; there are other cases where no Government school is needed, and where the true policy is to utilize the mission schools. The establishment and conduct of schools are matters which should have been left in a position to be considered apart from the disturbing, and sometimes designing predilect one of a Chief; the needs and aptitudes of the settlement are alone worthy of being weighed. The moment there exists a settlement which has any permanent character, then education in some form or other should be brought within reach of the children. This is not merely a matter of policy. It is that, of course, in the highest degree. It is a sacred duty.

One ill result of promising the Indians schools, is that the Church Missionary Society is withdrawing its aid to the

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mission schools—a step which adds to conditions already sufficiently imperative, calling for a prudent, far-seeing and vigorous educational policy.

The first and greatest stone in the foundation of the quasi-civilization of the Indians, wherever seen, was laid by missionaries, men who had a supreme object and who did not count their lives dear unto them. Schools are scattered over the whole continent, wherever Indians exist, monuments of religious zeal and heroic self-sacrifice. These schools should be utilized as much as possible, both on grounds of efficiency and economy. The missionaries' experience is only surpassed by their patient heroism, and their testimony, like that of the school teachers, like that of the authorities at Washington is, that if anything is to be done with the Indian, we must catch him very young. The children must be kept constantly within the circle of civilized conditions. Mgr. Taché in his work, "Sketch of the North-West of America"—points out that the influence of civilized women has issued in superior characteristics in one portion of the native population. This influence in and out of the school must be constantly present in the early years. "Hitherto," says Mr. Meeker, a man who could speak with authority of a large portion of the Indians of the United States, "young men have been boarded and clothed and instructed, but in time they were off to the hunting ground. The plan now is to take young children, give them the care of a mother, and have them constantly in hand." Such care must go *pari passu* with religious training.

There are, as we have seen, some twelve hundred families of half-breeds—or mixed-bloods—in the North-West. Some of these are men of education and settled pursuits. But the great majority of them live under conditions which turn on the vanishing axle-tree of the buffalo's existence. It is no reproach to these men and their children to say that they will require training, whether supplied from within or without, before they can happily and effectively settle down as farmers. Archbishop Taché's sketch of the virtues and vices of the mixed bloods (*Sketch of the North-West of America*, pp. 98—110) a sketch drawn at once by a masterly and loving hand, can leave no doubt on the mind that training will be needed. Nor, as I have said, is this a reproach. The same thing has been true of men belonging to the best white races, and in modern times. The mixed-blood has already in hi h development many of those virtues which would make him a useful official, where activity, intelligence, horsemanship and fidelity were required. But if the mixed blood is to hold his own in the race for existence, which will soon be exigent, in lands where, even yet, for the greater part of the year, primeval silence reigns, it is not enough that he should know all the arts of the voyageur and trader; not enough even that he should be able to do a little farming; he must be educated, and become susceptible to the bracing influences of complex wants and varied ambitions.

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I should recommend, at once, an extensive application of the principle of industrial boarding schools in the North-West, were it not that the population, both Indian and half-breed, is so largely migratory that any great outlay at present would be money thrown away.

The recommendations I venture to submit are as as follows :

(1.) Wherever the missionaries have schools, those schools should be utilised by the Government, if possible, that is to say, a contract should be made with the religious body controlling the school to board and educate and train industrially a certain number of pupils. This should be done without interfering with the small assistance at present given to the day mission schools.

(2.) Not more than four industrial boarding schools ought to be established at first. If the Department should determine to establish more than four, the Reservation recommended by Mr. McColl, (Appendix B.) would possess many advantages. Here the population is settled and to some extent civilized. The soil is rich. The Missionary Society is withdrawing its aid from the school, which will henceforth be dependent on Government aid, and voluntary contributions. The Rev Mr. Cook assured me that here there would be no difficulty in getting a sufficient number of children from eight years old to twelve to attend the boarding industrial school.

(3.) An industrial boarding school should be established somewhere in the fork of the North and South Saskatchewan, near Prince Albert, in connection with the Episcopalian Church. The land is wonderfully fertile. There are a good many Indians in the neighborhood. There are Bands of Indians near Carlton and near Dutch Lake. There is plenty of fish and timber.

(4.) In no place could an industrial boarding school in connection with the Methodist body be more properly placed than near Old Bow Fort. The Blackfeet and Stoneys, wild but noble types of Indians, would thus be reached. There are numbers of good places between the Saskatchewan and the Athabasca rivers; but the needs in those quarters are not so pressing, as the Methodists and Roman Catholics have here been very successful, the boarding school principle having been tried with great success by the Roman Catholics in at least one instance. The want in the Blackfeet country is pressing. A Wesleyan mission exists to the east of Old Bow Fort. Timber and fish are at hand, and a vast tract of the finest grazing soil in the world. There ought to be no difficulty here, in a few years, in rivalling the Cheyenne and Arapho Agency with its promising herd.

(5.) At Qu'Appelle it might well be thought we should find an appropriate site for an industrial boarding school to be conducted by Roman Catholics. The soil, it is true, is generally poor, but where the river narrows it leaves a good

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deal of fair land. To the north is Touchwood, a trading post of the Hudson Bay Co. Around are lakes in which much fish is found, and when the buffalo is gone the Indians will flock hither to fish. A good many half-breeds are here now. It is a central point. Roads run south and west and north. The Blackfoot country, or that covered by Treaty 7, is sure to be a great grazing country in the not distant future. The advantages of the route thence to Qu'Appelle, on and alongside of the river, are unmistakeable. There is a permanent settlement. There is also a Roman Catholic mission. But there is no timber, and it is said the frosts menace the crops; but this is true of a good many other places where men, not with bad results, take the risks; and, notwithstanding these last drawbacks, I should have recommended Qu'Appelle as a site for a Roman Catholic industrial boarding school, were it not that other considerations of a weighty nature point to Buffalo Lake or some spot on the Red Deer River running by it. The advantages of Qu'Appelle should, however, be utilized in the near future, either on the contract system, or by means of a boarding school, immediately controlled by the Government, on a denominational or secular basis. On the shores of Buffalo Lake the school would have the advantage of being removed far from possible contact with whites for many years at least. Timber is sufficiently near along the river to the east and west. The land, I am assured, is good. The most pressing considerations of workableness point to those shores as the site for a Roman Catholic boarding industrial school.

(6.) An industrial boarding school, in connection with the Presbyterian Church, should be established on Riding Mountain. The Presbyterans have already been very successful here. There is plenty of timber and the land is excellent. There is, it is true, no abundant supply of fish in the Little Saskatchewan. In all other respects, however, the locality is every thing that could be desired. The Indians here are represented as intelligent, and the children eager to acquire.

The importance of denominational schools at the outset for the Indians must be obvious. One of the earliest things an attempt to civilize them does, is to take away their simple Indian mythology, the central idea of which, to wit, a perfect spirit, can hardly be improved on. The Indians have their own ideas of right and wrong, of "good" Indians and "bad" Indians, and to disturb this faith, without supplying a better, would be a curious process to enlist the sanction of civilized races whose whole civilization, like all the civilizations with which we are acquainted, is based on religion. A civilized sceptic, breathing, though he does, an atmosphere charged with Christian ideas, and getting strength unconsciously therefrom, is nevertheless, unless in instances of rare intellectual vigour, apt to be a man without ethical backbone. But a savage sceptic would be open to civilizing influences and moral control only through desires, which, in the midst of enlightenment, constantly

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break out into the worst features of barbarism. Where, however, the poor Indian has been brought face to face with polemics and settlements are divided, or think they are divided, on metaphysical niceties, the school should be, as at the White Earth Agency, Minnesota, undenominational.

(7.) Some distinction should be made between the treatment of parents who send their children regularly to the day-school, and of those who are either careless whether their children go to school or not, or who are wholly opposed to their children attending school, as some are. To the first, an additional ration of tea and sugar might be given.

(8.) Where practicable, some inducement of a special nature should be held out to the child.

(9.) As Bands become more amenable to the restraints of civilization education should be made compulsory.

(10). The character of the teacher, morally and intellectually, is a matter of vital importance. If he is morally weak, whatever his intellectual qualifications may be, he is worse than no teacher at all. If he is poorly instructed or feeble in brain, he only enacts every day an elaborate farce. It must be obvious that to teach semi-civilized children is a more difficult task than to teach children with inherited aptitudes, whose training is, moreover, carried on at home. A teacher should have force of character, and when he presides over an industrial school should have a knowledge of farming. Such a man must be adequately paid. The advantage of calling in the aid of religion is, that there is a chance of getting an enthusiastic person, with, therefore, a motive power beyond anything pecuniary remuneration could supply. The work requires not only the energy but the patience of an enthusiast. The teacher's appointment to an industrial boarding school should be made by the Government, after consultation with the religious body immediately interested, and the whole machinery should be carefully guarded against the suspicion of having any character of religious endowment, or any likelihood of issuing therein.

(11.) In order to secure that the education given would be efficient, there ought to be competent inspection. Failing this, when industrial boarding schools come to be widely established, large sums will be thrown into the sea. The education given in Indian schools is, as a rule, of a very poor sort, mechanical to the last degree.

(12.) Where boys or girls, whether Indians or half-breed, show special aptitudes or exceptional general quickness, special advantages should be offered them, and they should be trained to become teachers and clerks in connection with the Department, as well as fitted to launch out on commercial and professional careers.

(13.) The salary of a teacher must be such as will induce good men to offer themselves. The teacher should be paid according to his qualifications. In the future, when the manual labour boarding school is an established insti-

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tution, those teachers who manage their schools in a manner tending towards self-support, should have a percentage on the reduction in the cost of management.

I have the honour to be,

Sir,

Your obedient servant,

NICHOLAS FLOOD DAVIN.

APPENDIX B.

WINNIPEG, MANITOBA,

25th February, 1879.

SIR,—In accordance with instructions received from the Superintendent-General of Indian Affairs, dated the 6th instant, as to the advisability of establishing an industrial school in some central place, within the Manitoba Superintendency, where the Indian youth of both sexes could be taught the various industries, as suggested in my Report of Inspection of the 24th ultimo, and to indicate to you what point would, in my opinion, be the most suitable within the Superintendency at which to establish such institution; the staff of instructors it would require to employ; the cost of the building and offices connected therewith, as well as the management of the institution, I have the honour to offer the following suggestions, together with my reasons for the same, as requested by yourself.

1st. In my opinion, the St. Peter's Indian Reserve would be the most suitable location for such an institution, being the most central point between Prince Arthur's Landing on Lake Superior, and Cumberland House on the Saskatchewan River, the extreme eastern and western limits of the Manitoba Superintendency, being also about 30 miles north from this city, on Red River, near the Canadian Pacific Railway crossing at Selkirk, accessible by railway and water communication from the east and west, by water communication from the north, and from the west, prospectively, by railway.

2nd. It is a large Reserve, having an area of about 39,000 acres of most excellent prairies and wood-land, the soil being of the richest alluvial deposit with an abundance of the choicest hay land and sufficient quantity of poplar, oak, spruce and tamarack for present and prospective requirements of such an institution, without denuding the Reserve of fuel, fencing and building timber for the wants of the Band, which would be a great source of economy to the Government in its maintenance. It is also well-watered by the Red River, which runs north through its centre, and drained by Devil's, Cook's, Muckle's, and Netley Creeks, flowing from the east and west into said river.

3rd. It has a population of 1,646 of Ojibbeway and Cree Indians more advanced in civilization than anywhere else in the Manitoba Superintendency; there being 200 families cultivating an average of about 5 acres each of ordinary

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C O P Y:-

Ref.12046

Department of Indian Affairs.

OTTAWA, Oct. 19th 1880.

Memo. to Council.

The undersigned has the honor to state that he has had under consideration the subject of Indian schools in the Province of Manitoba, District of Keewatin and the North West Territories.

The several Treaties provide that schools for the benefit of Indian children shall be established on the different reserves within the limits of said Treaties.

It appears that in Manitoba and Keewatin there are 19 schools at present in operation and a like number in the North West Territories.

Contributions from the Parliamentary appropriation are made to each of these schools at a rate not exceeding in n any instance, three hundred dollars per annum; and should the daily average attendance fall short in any quarter of twenty-five, being the number entitling the teacher at the rate of three dollars per pupil to the full payment of seventy five dollars, then salary is paid to him at a per capita allowance of three dollars per quarter for each pupil shown to have been in attendance during the quarter.

With regard to such of the schools above referred to as are conducted under auspices of religious denominations, the grant of three hundred dollars per annum, coupled with the salary which the teacher receives from the denomination under which he serves, makes his remuneration probably sufficient. But as respects schools established by the Department which receive no subsidy from any other source than Indian funds, the

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undersigned is of opinion that the maximum amount of salary paid each teacher from the appropriation should be increased to five hundred and four dollars per annum which, at the rate of twelve dollars per annum for each pupil, will pay for the tuition of forty-two pupils, and should the attendance fall short of that number in any quarter, then the teacher should be paid at the rate of three dollars for each pupil shown to have been present during the quarter.

This addition to the maximum allowance to teachers of Indian schools in the North West Territories, Manitoba and Keewatin when they are wholly supported by the Department is necessary as competent teachers cannot be procured for less.

The following Indian schools among those now in operation in the North West Territories and Keewatin have not as yet been allotted grants by Order of Council, viz:-those on the reserves of Chiefs John Smith, Mistawasis and Attakakoops, as well as on the reserves at Victoria and Pigeon Lake which are all on the Saskatchewan; also the school on the reserve on Berens River on the east side of Lake Winnipeg and on that of the Stony Indians near Morleyville within the Territory covered by Treaty 7. The undersigned respectfully recommends that grants on the basis already described be made to these schools.

As an incentive to teachers to conduct their schools efficiently the undersigned submits that in addition to the regular salaries, it would be advisable to sanction payment of annual bonuses to the teachers of the five best conducted schools in Manitoba, Keewatin and the North West Territories in the following proportions:- $100 to the best, $80.00 to the second; $60.00 to the third; $40.00 to the fourth and $20.00 to the fifth;-the same to be awarded on recommendation of the Indian Commissioner for the North West Territories and Manitoba.

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And in order to stimulate the pupils to increased exertions, it appears advisable to give prizes at the different schools on the result of examinations being learned.

These prizes might be of an inexpensive description and yet sufficiently attractive to provoke the efforts of the Indian children to obtain them.

The undersigned also recommends that all teachers of Indian schools in the North West Territories and elsewhere whether appointed by religious denominations or by the Department, be required to hold certificates of competency and character and to fyle the same in the Department.

He begs to state that quarterly school returns are required from each institution in the Dominion toward which aid is contributed by the Department before the teachers salary is paid, showing the number of pupils on the roll, the daily weekly and quarterly attendance at the school and the branches of study pursued by each pupil.

As regards the erection of school buildings on reserves in Manitoba, Keewatin and the North West Territories, the plan at present pursued by the Department appears to work satisfactorily, viz:- to require the Indians on any reserve on which a school is to be established to get out and flatten the logs and erect the walls of the building therewith.

The Department upon learning that the building is in course of construction, contributes a sum not exceeding one hundred dollars towards completing the building and providing furniture for the same.

The undersigned is of the opinion that school lands in the North West should eventually be charged with the expense of Indian schools.

With regard to the inspection of Indian schools generally, the undersigned respectfully submits that negotiations should be opened up with the local Governments of each Province having for their object the securing to the Indian

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schools in wuch Province, the same system of inspection at the hands of the local Government officers as the public schools of the Province undergo; and in this connection the undersigned recommends that he be authorized to make the most economical arrangement possible in regard to the compensation to be made to the local officials for their services in that behalf.

Respectfully submitted.

John A. Macdonald,

Supt. General of Indian Affairs.

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C O P Y:-

COPY of a Report of a Report of the Honourable the PRIVY COUNCIL
approved by His Excellency the GOVERNOR GENERAL
in Council on the 29th October 1880.

.....

On a memorandum hereto annexed, dated 19th October, 1880 from the Hon. the Superintendent Gener al of Indian Affairs, on the subject of Indian schools in the Province of Manitoba, the District of Keewatin and the North West Territories,

The Minister recommends increased allowances to Teachers; grants to certain schools and submits suggestions with a view to imparting greater efficiency to Indian Schools.

The Committee advise that the recommendations submitted be approved and carried into effect.

Certified,

J.O.Cote
Clerk P.C.

The Honourable
The Superintendent General
of Indian Affairs.

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P.C.1650 COPY

File 11,422

Copy of a Report of a Committee of the Honourable the Privy Council, approved by His Excellency the Governor General in Council on the 19th July, 1883.

.....

The Committee of the Privy Council have had before them a Report, dated 13th July, 1883, from the Superintendent General of Indian Affairs, in which it is represented that the time has now arrived for the establishment of three Industrial Schools in the North West, and for expending the appropriation (44,000) made at the last Session of Parliament for that purpose.

The Minister submits in connection therewith a Report, dated 16th April, 1883, from the Commissioner of Indian Affairs for Manitoba and the North West Territories, and he, the Minister, recommends that its provisions be carried out in the following manner:

1st. That the building at Battleford, formerly occupied by the Lieutenant Governor, be at once utilized for the purposes of a Protestant Institution to be established there with all convenient speed, and that the Reverend T. Clarke be appointed Principal of the school at a salary of $1200 per annum.

2nd. That the staff consists of an assistant to the Principal, a matron, a farmer and a cook at the salaries recommended by the Commissioner in his Report, the Assistant to be a layman carefully selected for his qualifications.

3rd. That in addition to this staff, when a sufficient number of pupils are collected, means be adopted for teaching some of them trades or occupations other than that of agriculture. The two most serviceable trades in the North West seem to be those of carpenter and blacksmith.

4th. That the Commissioner determine whether the pupils

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pupils be taken from one tribe or indifferently from all the bands in a given area.

5th. That the Commissioner be charged with the duty of seeing that the buildings are fitted up for the purposes of the institution. It is assumed that the present building will be sufficient,with slight alterations,for some considerable period; it can be added to from time to time as necessity arises for increase.

The Minister further recommends that in accordance with the advice of the Commissioner,a Roman Catholic Industrial School be established at or near Qu'Appelle,at a fitting place,with the same staff as that at Battleford,and he,the Minister,advises that the selection of the Principal be left to the Archbishop of St.Boniface,and that the attention of His Grace be specially called to the necessity of selecting a clergyman or other person possessed not merely of erudition but of administrative ability; and that the Commissioner be directed to see to the erection of the necessary buildings,the cost not to exceed $6,000,and if convenient he can obtain the aid of the Officer of the Department of Public Works for the erection of the building in Manitoba.

The Minister also recommends that a Roman Catholic Industrial ~~Industrial~~ School be established at some point in Treaty number Seven,the institution to be erected and established in the same manner as that at Qu'Appelle,and he, the Minister,also advises that the selection of the Principal be ~~left~~ to the Bishop of St.Albert,and the Commissioner be directed to report as early as possible after consulting with the Bishop as to the best locality for the establishment of this school.

The Minister further advises that the Commissioner's attention be specially called to the confidential report of

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Mr.Nicholas Flood Davin on the subject of Industrial Schools,dated 14th March,1879.

The Committee concur in the Report of the Superintendent General of Indian Affairs and the several recommendations therein made,and they submit the same for Your Excellency's approval.

ed. John J.McGee

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The Honourable

The Superintendent General of Indian Affaire.

DEPARTMENT OF INDIAN AFFAIRS

CANADA

EXPENDITURE FROM

PARLIAMENTARY APPROPRIATION FOR INDIAN EDUCATION IN MANITOBA.

1871	$ -----
1872	-----
1873	-----
1874	1,335
1875	1,650
1876	1,775
1877	742
1878	1,331
1879	1,714
1880	1,692
1881	2,273
1882	2,275
1883	3,614
1884	6,558
1885	12,089
1886	17,157
1887	17,100
1888	12,193
1889	36,149
1890	42,899
1891	53,147
1892	36,221
1893	56,553
1894	85,342
1895	77,889
1896	75,164
1897	71,613
1898	90,918
1899	98,263
1900	88,247
1901	97,627
1902	99,037
1903	79,052
1904	82,509
1905	76,037
1906	81,015
1907	53,883
1908	72,574
1909	70,804
1910	63,735
1911	82,876
1912	101,300
1913	124,385
1914	231,407
1915	348,015
1916	231,072
1917	147,617
1918	134,004
1919	123,178
1920	172,699
1921	153,551
1922	151,007
1923	229,798
1924	336,427
1925	335,310
1926	249,536
1927	233,686
1928	258,386

Total Expenditure for 58 year period, 1871 - 1928 (fiscal years)

$ 5,316,424.

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REGULATIONS ON THE SUBJECT OF INDIAN SCHOOLS AND THEIR INSPECTION, APPROVED BY THE MINISTER OF EDUCATION FOR ONTARIO, AND THE DEPARTMENT OF INDIAN AFFAIRS.

The Department of Indian affairs for the Dominion having expressed a desire to place the Indian Schools in Ontario under the inspection of the Public School Inspectors for the Province, the following regulations have been adopted:—

1. The teachers are required to have a speaking acquaintance with the Indian Language, and are, consequently, likely in most cases to be Indians; but the instruction should, as soon as practicable and as far as possible, be given in English.

2. Teachers shall receive their certificates from the County or District Board of Examiners, who shall be granted discretionary powers as to the attainments required; it will be found, however, for some time to come, that the standard of "High School Entrance" will be quite as high as is attainable.

3. The subjects of study in these schools need not at present embrace more than the following, viz.:—Reading, Writing, Object Lessons, Elementary Drawing (from cards), Elementary Arithmetic (the four simple rules), Elementary Geography, (the maps of the World and Dominion of Canada), Spelling and Grammar (formation and analysis of simple sentences)

4. The Indian Department will furnish all text-books and apparatus for use in the schools.

5. The schools shall be placed under the inspectoral supervision of the County Inspectors in conjunction with the Indian Agent, who shall together also have a controlling influence in the selection of teachers, except in the case of such schools as are established by any religious denomination under the Regulations of the Department of Indian Affairs, and in such schools the selection of teachers shall continue to be made as heretofore; but each of the Inspectors shall state, in his reports of inspection, his opinion upon the competency of the teacher of each denominational Indian School inspected by him.

A fee of six dollars ($6) per visit shall be paid the Inspectors and legitimate travelling expenses allowed, for two visits per annum.

GEO. W. ROSS,
Minister of Education.

EDUCATION DEPARTMENT (ONTARIO),
TORONTO, April 19th, 1884.

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SCHEDULE OF DENOMINATIONAL INDIAN SCHOOLS AS REPORTED BY THE INDIAN DEPARTMENT.

Methodist Church of Canada.

Alderville
Hiawatha.
Georgina Island.
Rama.
Christian Island.
Snugeen.
Stone Ridge
Red Line.
Oneida, No. 1.
St. Clair.
Stoney Point.
Walpole Island, No. 2.
Cornwall Island.
Mount Elgin Industrial Institution.

Church of England.

Lower Muncey.
Mohawk Institute.
Mud Lake.
Oneida, No. 2.
Walpole Island, No. 1.
Tyendinaga, No. 4.
Shingwauk Home.
Wawanosh Home.
Garden River.
Eight Schools on the Six Nations' Reserve, viz.:
Nos. 2, 3, 5, 6, 7, 8, 9 and 10.

Roman Catholic Church.

Fort William (Boys).
do. (Girls).
Wikwemikong Industrial Institute (Boys).
do. do. (Girls).
Red Rock.
Wikwemikongsing.
Buywaks.
Sheguiandah.
West Bay.
Sheshegewaning.
Serpent River.
White Fish Lake.
Sagamonk.
South Bay.
Mississaga.
Mattawa.
Garden River
Cornwall Island.

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SCHEDULE OF INDIAN RESERVES IN ONTARIO.

RESERVE.	NAME OF INSPECTOR.	RESIDENCE.
Tyendinaga	John Johnston	Belleville.
Alnwick	Edward Scarlett	Cobourg.
Rice Lake	James C. Brown	Norwood.
Mud Lake	do.	do.
Snake Island	David Fotheringham	Aurora.
Rama	James McBrien	Myrtle.
Saugeen	W. S. Clendenning	Walkerton.
Cape Croker	Thomas Gordon	Owen Sound.
Christian Island	Peter MacLean	Milton.
Manitoulin Island	do.	do.
Tuscarora	M. J. Kelly, M.D	Brantford.
Kettle Point and Sauble	Charles A. Barnes, B.A	Forest.
Sarnia	John Brehmer	Sarnia.
Walpole	do.	do.
Back Settlement	J. S. Carson	Strathroy.
River School	do.	do.
Bear Creek	do.	do.
Moravian	R. B. Harrison	Ridgetown.
(1) Parry Sound	Peter MacLean	Milton.
(2) do.	do.	do.
Shawanaga	do.	do
Henvey's Inlet	do.	do.
Garden River	do.	do.
Fort William	do.	do.
Golden Lake	R. G. Scott, B.A	Pembroke
Cornwall Island	Alex. McNaughton	Cornwall

P. 103—250 April, 1884

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Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 1)
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P.C.No.1278

COPY

File 11,422

Certified Copy of a Report of a Committee of the Honourable the Privy Council, approved by His Excellency the ADMINISTRATOR OF THE GOVERNMENT IN COUNCIL, on the 7th June, 1888.

.....

On a Memorandum dated the 28th May, 1888,, from the Superintendent General of Indian Affairs, recommending, in reference to the Order in Council of the 19th July, 1883, relative, inter alia, to the salaries to be paid the Principals, their Assistants, and to other employees of the Indian Industrial Schools at Qu'Appelle, High River and Battleford, that the salaries mentioned therein and in the report on which the said Order in Council was based be considered the maximum salaries payable to those officials and that it be competent for the Superintendent General of Indian Affairs to pay in any instance such lower salary as it may be considered the services of the employe entitle him or her to.

The Committee submit the above recommendation for Your Excellency's approval.

sd. John J.McGee,

Clerk, Privy Council.

To the Honourable

The Superintendent General of Indian Affairs.

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Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 1)
School Files

P.C.1213 COPY

File 57,743

Certified Copy of a Report of a Committee of the Honorable the Privy Council, approved by His Excellency the Governor General in Council, on the 27th May, 1889.

.....

On a Memorandum dated 18th May, 1889, from the Superintendent General of Indian Affairs stating with reference to the remuneration to be allowed teachers of denominational schools upon Indian Reserves in Manitoba, the District of Keewatin, and in the North West Territories, that complications occasionally occur in consequence of the establishment or of application being made by one or other of the religious denominations for the establishment of a school or schools additional to one or more of those institutions which may be already in operation upon a reserve, and it has been found difficult to deal with the question of the remuneration which should be given to the teachers of such additional schools.

The Minister recommends with a view to overcome this difficulty and to prevent such complications in future that when a school has been established upon a reserve and is doing good work and possesses sufficient accommodation for the pupils, should the establishment of a second school be applied for, the application may in the discretion of the Superintendent General of Indian Affaits be acceded to or refused, but should the establishment of the school be allowed, that in such case the new school shall be subject to the Regulations of the Order in Council of the 29th October, 1880, which provides, inter alia, that the salaries of the teachers of denominational schools shall be contingent upon the average daily number of pupils in attendance, that the amount to be paid per capita of the average shall be three dollars per quarter, and that the number of pupils to be paid for at that rate shall not exceed twenty-five.

The Committee submit the above recommendation for Your Excellency's approval.

sd. John J. McGee,
Clerk, Privy Council

The Hon. the Supt. Gen. of Indian Affairs.

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KODAK SAFETY FILM

MEMO

No. 468 2

DEPARTMENT OF INDIAN AFFAIRS,

189

Order in Council

Re travelling expenses of teachers in N.W.T.

ACTION.

ACTION.—*Continued.*

File 468

2777.

Certified Copy of a Report of a Committee of the Honorable the Privy Council, approved by His Excellency the **Governor General in Council,** *on the* 9th December 1869.

Exd.

On a Memorandum dated 4th December 1869, from the Superintendent General of Indian Affairs, recommending that the Order in Council of the 11th April 1882, making certain regulations in respect to the salaries and other allowances to be paid to teachers of Indian schools in Manitoba, Keewatin and the North West Territories, be amended in so far as it relates to the provision under which teachers who are sent from a distance are to be refunded after two years service the cost of their transport by substituting the following therefor:-

"That in respects schools on reserves to which teachers engaged by the Department of Indian Affairs have to be sent from Ontario or the other Provinces of Canada, commonly known as the Eastern Provinces, the Ministers recommend that an agreement be made in writing with such teachers in regard to their transport, viz:- that they pay for the same in the first instance, and should

The Honorable

The Superintendent General

of Indian Affairs.

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would then give satisfaction and service to the government continuously for the space of two years the cost of such transport would be refunded them.

The Committee advise that the Order in Council of the 11th April 1908 be amended accordingly.

Clerk of the Privy Council.

Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 1)
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File 13,046

Department of Indian Affairs,

Ottawa,19th Oct.,1880.

Memo.to Council

The undersigned has the honour to state that he has had under consideration the subject of Indian Schools in the Province of Manitoba,District of Keewatin,and the North West Territories.

The several Treaties provide that schools for the benefit of Indian children shall be established on the different reserves within the limits of said Treaties.

It appears that in Manitoba and Keewatin there are 19 schools at present in operation and a like number in the North West Territories.

Contributions from the Parliamentary appropriation are made to each of these schools,at a rate not exceeding in any instance three hundred dollars per annum; and should the daily average attendance fall short in any quarter of twenty-five,being the number entitling the teacher at the rate of three dollars per pupil to the full payment of seventy-five dollars,then salary is paid to him at a per capita allowance of three dollars per quarter for each pupil shown to have been in attendance during the quarter.

With regard to such of the schools above referred to as are conducted under the auspices of religious denominations,the grant of three hundred dollars per annum coupled with the salary which the teacher receives from the denomination under which he serves makes his remuneration probably sufficient. But as respects schools established by the Department which receive no subsidy from any other source than Indian funds,the undersigned is of opinion that the maximum amount of salary paid each teacher from the appropriation should be increased to five hundred and four dollars per annum which at the rate of twelve dollars per annum for each pupil will pay for the tuition of forty-two pupils and

should

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should the attendance fall short of the number in any quarter then the teacher should be paid at the rate of three dollars for each pupil shown to have been present during the quarter.

This addition to the maximum allowance to teachers of Indian schools in the North West Territories, Manitoba and Keewatin when they are wholly supported by the Department is necessary as competent teachers cannot be procured for less.

The following Indian schools among those now in operation in the North West Territories and Keewatin have not as yet been alloted grants by Order in Council, viz., those on the reserves of Chiefs John Smith, Mistawasis and Attackakoops as well as on the reserves at Victoria and Pigeon Lake which are all on the Saskatchewan, also the school on the reserve on Berens River on the east side of Lake Winnipeg and on that of the Stony Indians near Morleyville within the territory covered by Treaty No.7.- The undersigned respectfully recommends that grants on the basis already described be made to these schools.

As an incentive to teachers to conduct their schools efficiently the undersigned submits that in addition to the regular salaries it would be advisable to sanction payment of annual bonuses to the teachers of the five best conducted schools in Manitoba, Keewatin and the North West Territories in the following proportions: $100 to the best, $80 to the second best, $60 to the third, $40 to the fourth and $20 to the fifth. The same to be awarded on recommendation of the Indian Commissioner for the North West Territories and Manitoba.

And in order to stimulate the pupils to increased exertions it appears advisable to give prizes at the different schools on the result of examinations being learned.

These prizes might be of an inexpensive description and yet sufficiently attractive to provoke the efforts of the Indian children to obtain them.

The undersigned also recommends that all teachers of Indian schools

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school in the North West Territories and elsewhere, whether appointed by religious denominations or by the Department be required to hold certificates of competency and character and to file the same in the Department.

He begs to state that quarterly school returns are required from each institution in the Dominion toward which aid is contributed before the teachers salary is paid showing the number of pupils on the roll, the daily, weekly and quarterly attendance at the school, and the branches of study pursued by each pupil.

As regards the erection of school buildings on reserves in Manitoba, Keewatin and the North West Territories, the plan at present pursued by the Department appears to work satisfactorily, viz., to require the Indians on any reserve on which a school is to be established to get out and flatten the logs and erect the walls of the building therewith.

The Department upon learning that the building is in course of construction, contributes a sum not exceeding one hundred dollars towards completing the building and providing furniture for the same.

The undersigned is of the opinion that school lands in the North West should eventually be charged with the expense of Indian Schools.

With regard to the inspection of Indian schools generally the undersigned respectfully submits that negotiations should be opened up with the Local Government of each Province, having for their object the securing to the Indian Schools in such Province the same system of inspection at the hands of the Local Government Officers as the public schools of the Province undergo; and in this connection the undersigned recommends that he be authorized to make the most economical arrangements possible in regard to the compensation to be made to the local officials for their services in that behalf.

Respectfully submitted

ed. John A Macdonald,

Supt.Genof Indian Affairs.

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P.C.1697

File 12,046

COPY of a Report of a Committee of the Honourable the PRIVY COUNCIL, approved by His Excellency the GOVERNOR GENERAL in Council, on the 29th October, 1880.

.....

On a Memorandum hereto annexed, dated 19th October, 1880, from the Hon. the Superintendent General of Indian Affairs, on the subject of Indian Schools in the Province of Manitoba, the District of Keewatin, and the North West Territories.

The Minister recommends increased allowances to teachers, grants to certain schools, and submits suggestions with a view to imparting greater efficiency to Indian Schools.

The Committee advise that the recommendations submitted be approved and carried into effect.

Certified,

sd. J.O.Coté,

Clerk P.C.

The Honourable

The Superintendent General of Indian Affairs.

Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 1)
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P.C.511 File 12,046

Certified Copy of a Report of a Committee of the Honourable the Privy Council, approved by His Excellency the Governor General in Council on the 20th March, 1886.

.....

On a Memorandum dated the 16th March, 1886, from the Right Honourable the Superintendent General of Indian Affairs, submitting that by an Order in Council dated 29th October, 1880, provision was made that five prizes should be given in addition to the regular salaries to the teachers of the five best conducted schools in Manitoba, Keewatin and the North West Territories, and that in consequence of the establishment of many additional schools in the North West Territories the number of prizes to be distributed appears to be insufficient.

The Minister therefore recommends that three additional prizes be allowed, and that the eight prizes be equally divided between the Manitoba Superintendency and that of the North West Territories.

The first prize in each Superintendency to be			$100.00
The second prize	"	"	80.00
" third	"	"	60.00
" fourth	"	"	40.00

and the same to take effect from the first of July last.

The Committee submit the same for Your Excellency's approval.

sd. John J.McGee,
Clerk, Privy Council.

To the Honourable
The Superintendent General of Indian Affairs.

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P.C.1193 File 12,046 COPY

Certified Copy of a Report of a Committee of the Honourable the Privy Council, approved by His Excellency the Governor General in Council, on the 22nd May, 1889.

.....

On a report dated 17th May, 1889, from the Superintendent General of Indian Affairs, stating with reference to the Order-in-Council of the 20th March, 1886, which regulated the distribution of prizes, eight in all, viz., four in Manitoba and Keewatin and four in the North-West Territories, among the teachers of the best conducted Indian Day Schools in Manitoba and Keewatin and the North-West Territories, that in so far as concerns the prizes which are distributable to teachers of the four best conducted schools in the North-West Territories it would appear advisable to re-adjust the distribution by, instead of limiting the distribution to four, extending it to the teachers of seven schools, without, however, increasing the maximum amount to be distributed.

The Minister therefore recommends that the following be the mode of distribution of the teachers prize money in the North West Territories in future,-

For the best conducted school			$70.
" 2nd	"	"	60.
" 3rd	"	"	50.
" 4th	"	"	40.
" 5th	"	"	30.
" 6th	"	"	20.
" 7th	"	"	10.

and that this mode of distribution be also made applicable to the teachers who have proved themselves entitled to the same during the past year.

The Committee submit the above recommendation for Your Excellency's approval.

sd. John J.McGee,

Clerk, Privy Council.

To the Honourable

The Superintendent General of Indian Affairs.

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P.C.1066 COPY

File 13,046

Certified Copy of a Report of a Committee of the Honorable the Privy Council, approved by His Excellency the Governor General in Council on the 8th May, 1890.

.....

On a report dated 25th April, 1890, from the Superintendent General of Indian Affairs, stating with reference to the Order in Council of the 22nd May last regulating the mode of distribution of teachers prize money for the best conducted Indian Schools in the North West Territories, that the Indian Commissioner for Manitoba and the North West Territories submitted the names of the following teachers of the best conducted schools in the North West Territories during the past year and he recommends that they be paid in the order in which their names appear below, the bonuses set forth in the aforementioned Order in Council and placed opposite their respective names,-

R.B.Steinhauer, Saddle Lake	$70.
Mary Price, Battleford	60.
J.Dandelin, "	50.
F.W.Dennehy, Touchwood	40.
Owen Owens "	30.
Miss M.Wilson, Duck Lake	20.
Miss Ellen Applegarth, Battleford	10.

The Minister recommends that authority be given for the payment of these bonuses to the teachers named.

The Committee advise that the requisite authority be granted as above recommended.

ed. John J.McGee,

Clerk, Privy Council.

The Honourable

The Superintendent General of Indian Affairs.

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P.C.2043 COPY

File 109,950

Certified Copy of a Report of a Report of the Honourable the Privy Council, approved by His Excellency the Governor General in Council on the 1st September, 1891.

.....

On a Memorandum dated the 24th August, 1891, from the Superintendent General of Indian Affairs, stating that it is frequently necessary to supply Indian Schools belonging to bands who have funds at their credit, in the books of the Department of Indian Affairs, with new seats, desks, stoves, stove-pipes and black-boards, the cost of which in each case is comparatively trifling.

The Minister is therefore of opinion that it would be advisable that authority be given, in connection with supplying such articles, that the same be charged against the capital of the Band on whose Reserve the school is situated (provided that the funds at the credit of their capital will justify the same) instead of, in every case when such expenditure is requisite, reporting the matter to His Excellency in Council, and obtaining special authority for such trifling expenditure, to be charged against the capital of each band interested.

The Committee recommend that the above suggestion be adopted.

Ed. John J. McGee,

Clerk of the Privy Council.

The Honourable

The Superintendent General of Indian Affairs.

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P.C.3479 File 94,366

Certified Copy of a Report of a Committee of the Honourable the Privy Council, approved by His Excellency the Governor General in Council on the 16th of September, 1892.

.....

On a report dated the 13th September, 1892, from the Superintendent General of Indian Affairs stating that the Order in Council of the 7th April, 1874, on the subject of the establishment of Indian Schools in the Province of British Columbia amongst other things provides for an annual grant of $300 to each of seven Indian day schools then or thereafter to be established in parts of the Province of British Columbia in accordance with the wishes of the Indians and the approval of the Indian Superintendent upon the understanding that the grant should be paid to a school only so long as the average attendance of pupils did not fall below thirty. The average rate thus paid to a teacher was $10.00 per annum per pupil and in each case where the average attendance fell below thirty in any quarter the sum of $2.50 has been since deducted from the quarterly salary paid to the teacher.

The Minister observes that under this method of computing the salaries the sum paid annually for a school teacher's services may become so small as to render it practically impossible to obtain persons competent to fill the position.

A practice similar to the above prevailed in the North West Territories up to October of last year; but it was found to work so injuriously to the interest of the schools that it was decided to pay in each case to the teachers the whole salary of $300.00 per annum irrespective of the average attendance, and, in the event of the average exceeding twenty-five, that the teacher should receive the further sum of $12.00 per pupil per annum for a number not exceeding forty-two; and this arrangement has continued to work satisfactorily both to the teachers and to the Department of Indian Affairs.

The

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The Minister,in view of the fact that the average attendance in many of the day schools in British Columbia is comparatively small,very seldom indeed reaching thirty,and in view of the difficulty experienced by the Department of Indian Affairs in securing the services of competent teachers for the very small salary paid to them,recommends that in future the salary guaranteed to each teacher of an Indian day school in British Columbia shall be $300.oo and that in each case when the average attendance is greater than twenty-five the teacher shall,as is the custom in the North West Territories,receive an additional sum of $12.oo per annum for each pupil in excess of twenty-five and up to forty-five,under which exceptionally favorable circumstances,the salary of the teacher would reach the sum of $504.oo per annum.

The Committee submit the above recommendation for Your Excellency's approval.

sd. John J.McGee,

Clerk of the Privy Council.

The Honourable

The Superintendent General of Indian Affairs.

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P.C.2810 COPY

File 91,883

Certified Copy of a Report of a Committee of the Honorable the Privy Council, approved by His Excellency the Governor General in Council on the 22nd October, 1892.

.....

On a Report dated 17th of October, 1892, from the Superintendent General of Indian Affairs stating that it is advisable to make a change in the manner of carrying on those Industrial Schools in the North West that are wholly supported by the Government. The cost of these institutions is larger, it is thought, than that for which they might be conducted, and with a view to more economical management it is advisable and necessary to adopt some method which would relieve the pressure of the present expenditure and at the same time keep up the schools to an equal standard of efficiency and usefulness.

The Minister considers that when the whole cost of an institution is directly borne by the Government the same economy by those in immediate charge is not used as would be employed under other conditions, demands, under the present system, are frequently made for articles and supplies whereas if the amount to be expended were to take the form more of an annual per capita grant more effort in the way of economizing would be made.

The Minister states that the actual cost to the Government, as shown under the head of Industrial Schools, does not represent the total expenditure which the present system entails, as there is a small expense in the purchasing and inspection of supplies to be added.

The accounts for the past year (1890-91) show that the per capita cost of each child at the Industrial Schools under consideration was:

Qu'Appelle	$134.67
Battleford	175.45
High River	185.55

The rate per capita, it is thought, is higher than it would be

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if a forced system of economy were exercised,and that the best way to effect the desired decrease would be to place the schools under a per capita grant system similar to that now in operation at Elkhorn and St.Paul's under Church of England authorities,St.Boniface and Kootenay under Roman Catholic Church authorities. The per capita system under which these schools are operated by the religious bodies has been found to work satisfactorily.

The Minister therefore recommends that the following be applied to the Industrial Schools in operation in the North West Territories,and to such other similar institutions as may hereafter be established,as soon as,in the opinion of the Indian Department said institutions are in proper running order,at rates to be fixed upon as being fair and just,viz,-

The buildings are to be kept in repair jointly by the Government and the management,the former to furnish the material and the latter to perform the labor.

All books and appliances,that is,maps,globes,&c.,for educational purposes,to be furnished by the Government.

All charges for maintenance,salaries and expenses to be paid by the management,out of the per capita grant.

The management not in any event to charge children or their parents for being allowed to attend such institutions.

The Government to pay to the management an annual grant for each pupil up to the number authorized by the Indian Department as represented by the Commissioner at the following rates,-

Qu'Appelle	$115.00
Regina	130.00
Battleford	140.00
High River	130.00

For this consideration the management shall agree to conform to the rules of the Indian Department,as laid down from time to time,and to keep the schools at a certain standard of instruction,

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dietary and domestic comfort,and that the Inspectors and Officers of the Indian Department may at any time inspect and report upon the Institutions.

Payment to be made only for children authorized by the Commissioner to be admitted,and in accordance with the scale now governing payments to schools under the per capita system,which may be altered from time to time to suit circumstances,and no children,white or Indian,are to be admitted save under authority of the Commissioner.

The Minister deems it desirable to put this system into operation after a reasonable time is given to the Church authorities, and he recommends that the first of July,1893,be fixed as the date upon which the per capita allowances shall commence to be payable.

The Committee submit the above for Your Excellency's approval.

sd. John J.McGee,

Clerk of the Privy Council.

The Honourable

The Superintendent General of Indian Affairs.

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P.C.792 COPY

File 131,607

Extract from a Report of the Committee of the Honourable the Privy Council, approved by His Excellency on the 27 Mar, 1895.

.....

On a Report dated the 15th March, 1895, from the Superintendent General of Indian Affairs, stating that on the 30th June, 1894, the regulations authorized by your Excellency in Council on the 22nd of October, 1892, for the more economical administration of certain Industrial Schools in the North West Territories had been in operation ~~a~~ one year.

The Minister observes that the reason which led to the adoption of these regulations was that the cost of the institutions had been larger than was thought to be necessary, and it was deemed advisable to bring the schools under the operation of the same system as those which were conducted with a fixed yearly grant for each pupil. This step, it was believed, would tend to greater economy in management and would eventually lead to a saving ~~in the~~ in actual outlay. The annual allowance for each pupil was fixed after consideration of past expenditure, and although in each instance this amount was held to be too small by the denominational authorities interested in the management of the schools, it was thought better to begin the new system with a rate which would fairly represent the probable outlay when viewed from an economical standpoint, than to fix a rate which might not promote the careful and business-like management which it was desired to inaugurate. But at the same time it was clearly understood that the rates decided upon were not absolutely fixed, but that they were merely tentative and were subject to revision from time to time if experience proved that they did not fairly represent the actual cost of maintaining a pupil for one year.

The Minister states that at the close of the first year under this new system it is found that there have been deficits at the three schools where the plan had been adopted, viz.,

Qu'Appelle Industrial School		$1431.09
St. Joseph's	"	1616.58
Regina	"	880.44

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And at these schools although efforts were made by the management to curtail expenses,it was found impossible to so retrench as to render the fixed rates sufficient for all necessary purposes. The system was quite and it was impossible to make changes which would immediately and effectually prevent expenditure which might be regarded as unnecessary until a short period of experiment had proved where such retrenchment could take place without impairing the usefulness of the schools. Such a period has elapsed,and the Department of Indian Affairs have taken steps,by a reduction of salaries and other means to endeavor to prevent a recurrence of these deficits without at present increasing the per capita grant.

The Minister therefore recommends that authority be granted for the payment of the amount of the deficits hereinbefore mentioned.

The Minister states further that the books of the several institutions have been carefully audited by the Inspector of the Department of Indian Affairs and the amount necessary to meet the payment is available from the vote for Industrial Schools for the current year.

The Committee advise that the requisite authority be granted accordingly.

ad. John J.McGee,
Clerk of the Privy Council.

The Honourable

The Superintendent General of Indian Affairs.

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COPY

Ref.12046

Department of Indian Affairs.

OTTAWA, Oct. 19th 1880.

Memo. to Council.

The undersigned has the honor to state that he has had under consideration the subject of Indian schools in the Provinces of Manitoba, District of Keewatin and the North West Territories.

The several Treaties provide that schools for the benefit of Indian children should be established on the different reserves within the limits of said Treaties.

It appears that in Manitoba and Keewatin there are 19 schools at present in operation and a like number in the North West Territories.

Contributions from the Parliamentary appropriation are made to each of these schools, at a rate not exceeding, in any instance, three hundred dollars per annum; and should the daily average attendance fall short in any quarter of twenty-five, being the number entitling the teacher at the rate of three dollars per pupil to the full payment of seventy-five dollars, then salary is paid to him at a per capita allowance of three dollars per quarter for each pupil shown to have been in attendance during the quarter.

With regard to such of the schools above referred to as are conducted under auspices of religious denominations, the grant of three hundred dollars per annum, coupled with the salary which the teacher receives from the denomination under which he serves, makes his remuneration probably sufficient. But as respects schools established by the Department which receive no subsidy from any other source than Indian funds, the

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undersigned is of opinion that the maximum amount of salary paid each teacher from the appropriation should be increased to five hundred and four dollars per annum,which at the rate of twelve dollars per annum for each pupil will pay for the tuition of forty-two pupils,and should the attendance fall short of that number in any quarter,then the teacher should be paid at the rate of three dollars for each pupil shown to have been present during the quarter.

This addition to the maximum allowance to teachers of Indian schools in the North West Territories,Manitoba and Keewatin when they are wholly supported by the Department is necessary,as competent teachers cannot be procured for less.

The following Indian schools among those now in operation in the North West Territories and Keewatin have not as yet been alotted grants by Order of Council,viz:-those on the reserves of Chiefs John Smith,Mistawasis and Attakakoops as well as on the reserves at Victoria and Pigeon Lake,which are all on the Saskatchewan,also the school on the reserve on Berens River on the east side of Lake Winnipeg and on that of the Stony Indians near Morleyville within the Territory covered by Treaty 7. The undersigned respectfully recommends that grants on the basis already described be made to these schools.

As an incentive to teachers to conduct their schools efficiently the undersigned submits that in addition to the regular salaries,it would be advisable to sanction payment of annual bonuses to the teachers of the five best conducted schools in Manitoba,Keewatin and the North West Territories,in the following proportions,-$100.00 to the best,$80.00 to the second,$60.00 to the third,$40.00 to the fourth and $20.00 to the fifth, The same to be awarded on the recommendation of the Indian Commissioner for the North West Territories and Manitoba.

And in order to stimulate the pupils to increased exertions it appears advisable to give prizes at the different

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schools on the result of examinations being learned.

These prizes might be of an inexpensive description and yet sufficiently attractive to provoke the efforts of the Indian children to obtain them.

The undersigned also recommends that all teachers of Indian schools in the North West Territories and elsewhere whether appointed by religious denominations or by the Department,be required to hold certificates of competency and character and to fyle the same in the Depa tment.

He begs to state that quarter school returns are required from each institution in the Dominion toward which aid is contributed by the Department before the teacher's salary is paid,showing the number of pupils on the roll,the daily,weekly and quarterly attendance at the school and the branches of study pursued by each pupil.

As regards the erection of school buildings of reserves in Manitoba,Keewatin and the North West Territories, the plan at present pursued by the Department appears to work satisfactorily,viz:-to require the Indians on any reserve on which a school is to be established,to get out and flatten the logs and erect the walls of the building therewith.

The Department upon learning that the building is in course of construction contributes a sum not exceeding one hundred dollars towards completing the building and providing furniture for the same.

The undersigned is of the opinion that school lands in the North West should eventually be charged with the expense of Indian schools.

With regard to the inspection of Indian schools generally,the undersigned respectfully submits that negotiations should be opened up with the local Governments of each Province,having for their object the securing to the Indian

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Schools in such Province,the same system of inspection at the hands of the local Government officers as the public schools of the Province undergo; and in this connection the undersigned recommends that he be authorized to make the most economical arrangements possible in regard to the compensation to be made to the local officials for their services in that behalf.

Respectfully,submitted.

John A.Macdonald,
Supt.General of Indian Affairs.

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C O P Y:-

COPY of a Report of a Report of the Honourable the PRIVY COUNCIL
approved by His Excellency the GOVERNOR GENERAL
in Council on the 29th October 1880.

.....

On a memorandum hereto annexed, dated 19th October, 1880 from the Hon. the Superintendent General of Indian Affairs, on the subject of Indian schools in the Province of Manitoba, the District of Keewatin and the North West Territories,

The Minister recommends increased allowances to Teachers; grants to certain schools and submits suggestions with a view to imparting greater efficiency to Indian schools.

The Committee advise that the recommendations submitted be approved and carried into effect.

Certified,

J.O.Cote
Clerk P.C.

The Honourable
The Superintendent General
of Indian Affairs.

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(*Confidential.*)

DEPARTMENT OF INDIAN AFFAIRS,
OTTAWA, 26th August, 1887.

INDIAN SCHOOLS

To the Right Honorable
Sir JOHN A. MACDONALD, P.C., G.C.B.,
Superintendent General of Indian Affairs.

It is with a considerable degree of diffidence, that the undersigned approaches the complicated question of the improved methods which it is desirable should be inaugurated with a view to the more general and more effectual education of the Indian children of the Dominion. It is a subject surrounded with many difficulties. The success that has attended the efforts made in the past to accomplish satisfactory results has not been such as to impress one with the idea that the present system is sufficient or by any means perfect, and yet there is difficulty in coming to a conclusion as to the exact changes which should be made in order to improve on the same, and even where changes are most manifestly deserving of adoption they involve an expense to meet which the Department at the present time has not the means at its disposal.

While it is true, as above indicated, that no very apparent successful results have attended the efforts put forth for the education of the Indian youth of the Dominion, it is nevertheless undeniable that the system at present in vogue is a great improvement on that which formerly prevailed; for, within the last decade many improved methods have been introduced, and, although successful results are not yet as manifest as might be desirable, this may in part be owing to the fact that sufficient time has not elapsed since the inauguration of these improved methods to judge of the same by the results. There are, however, still many defects which require to be remodied, and wants which should be supplied.

The improved methods which have been introduced within the last ten years consist of:—

1. The employment of properly certificated teachers, in so far at least as teachers in charge of schools which are wholly under the management of the Government, as well as teachers conducting Protestant schools are concerned, when the services of such can possibly be procured.

2. The better and more thorough equipment of the schools with the latest series of educational works.

3. The inspection by the Public School officials of the Indian schools in the various Provinces.

4. The requirement of very full returns from the schools at the end of each quater, describing the number of pupils in attendance and the

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number of days each pupil attended, the different branches of study pursued, and in the case of industrial institutions, the trade or industry in which each pupil is receiving instruction.

The number of schools has also greatly increased during this time. In the year 1876 the number of schools of every type in operation was seventyfive; while the number at present in operation is one hundred and ninety-five. The various educational institutions in operation among the Indians may be classified as follows:—

1. Industrial boarding schools wholly supported by the Government.

2. Industrial boarding schools conducted by religious denominations or benevolent societies and receiving Government subsidy.

3. Industrial boarding schools conducted by religious societies but not subsidized by the Government.

4. Day schools wholly supported by the Government.

5. Day schools conducted under the auspices of benevolent societies or religious denominations and receiving subsidy from Government or from the funds of the Band.

6. Day schools conducted under the auspices and wholly at the expense of benevolent societies or religious denominations.

The principals and teachers of institutions and schools which are wholly supported by Government or by the Indians, as a matter of course, receive their appointments from the Government.

As respects other day schools, the teachers are appointed by the society or denomination under whose auspices the schools are conducted; but they are required to furnish the Department with certificates of competency and character before their appointments are confirmed.

In considering the question of what remains yet to be done to perfect the system, there are, it appears to the undersigned, three points which require special consideration, viz., the character of the tuition at present afforded Indian children and how it can be improved; the matter of the attendance of the pupils; and the best method to adopt in order to secure to the pupils in after life the greatest possible benefit as the result of the education afforded them.

As respects the first point, it has been felt and it is generally acknowledged to be the fact, that owing to the very small salaries offered teachers of Indian day schools, it is impossible to secure the services of competent and desirable persons for those positions. The highest salary paid to teachers of such institutions is $350 per annum; and the average salary $240 per annum. This, it must be admitted, is altogether inadequate compensation for even a partially educated or ordinarily competent teacher. But this is not by any means the only disadvantage under which teachers of Indian day schools labor. As a rule, there is no residence for the teacher attached to the school. The teachers have consequently either to reside in the schoolhouses and provide for themselves, which is, obviously, very objectionable for several reasons, to go long distances to their lodgings, or

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to put up with very uncomfortable lodging and indifferent board at Indian houses.

The undersigned begs to offer the opinion that not less than double the amount of the average salary now paid the teachers of Indian day schools should be provided by Parliament, and that the Government should charge itself with the responsibility of supplying proper accommodation for the teacher (and, if married, for his family) in the vicinity of the school. It is desirable, in the case of day schools, that the schoolhouse and the teacher's residence should not be in one building; but that the latter should be within easy distance of the former.

Were these modifications adopted, the Department would have no trouble in securing the services of competent and desirable persons as teachers of Indian schools. At present it has very often to put up with teachers who, while they may hold certificates of competency, are, for other reasons not desirable appointees; as to take an Indian school, except in the case of persons actuated by a missionary spirit, must be under the disadvantageous circumstances at present connected with the position the *dernier resort* of a teacher, and anyone doing so has generally the suspicion attached to him that he or she had not been a success as a teacher of a public school or it would not have been abandoned, considering the superior advantages enjoyed in connection therewith as regards emolument, the advantages of society for themselves and families, house accommodation and the ordinary luxuries of life.

Teachers of Indian schools and their families, if they have any, labor under the very serious disadvantage of being debarred of all these privileges, not the least among which is the society of white people, being obliged to associate wholly with Indians, as the reserves are generally situated at considerable distance from white settlements.

Teachers, therefore, should be made as comfortable in their surroundings as the Department can reasonably make them under these very untoward circumstances.

It would, perhaps, be well to not give the maximum of salary, viz., $480, at once to a teacher, but to have a scale of salaries, commencing with $350, to be increased as attendance at the school increases, allowing so much per head for the number in attendance over a certain percentage of the possible attendance; also to make the teacher an allowance for each pupil who passes the qualifying examination in his or her class for admittance to an Industrial Institution.

With regard to the second point, viz., the ensuring of better attendance at the day schools, it is well known that, as a rule, Indian children are extremely irregular in their attendance

This arises from several causes, chief among which may be stated the indifference of the parents in the matter of the education of their children and the absence of the exercise by the parents of proper authority over them to compel attendance. But there are other causes which occasion failure in this respect, such as the want of sufficient clothing during the inclement

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seasons of the year, also the distances from the school at which some of the Indian families reside, rendering it very often impossible for many of the children in the winter season or on wet autumn or spring days to attend. Then there is the difficulty connected with the children being fed while attending school, *e. g*, a child residing a considerable distance—say 3 or 4 miles - from the school, leaves its home, say, at 8 a.m., to attend school, and, with the well known improvidence of Indians, no luncheon or dinner has been prepared by its parents for the child to take with it. As a consequence the child remains fasting, if it stays the day through, and after repeating this process a few times it becomes discouraged and ceases to attend. Again if the child should return to its home at dinner time, in the generality of cases there is no dinner ready, or if in exceptional instances such should be the case, the child after eating its meal can scarcely be back at school in time for the afternoon session. Moreover, even in the case of children who have not these drawbacks of long distances and the want of proper clothing or food to hinder constant attendance, it is most difficult to induce them to attend regularly. The Department has hitherto found itself unable to offer inducements for such regular attendance by presenting prizes as rewards for the same owing to the inadequate means at its command, which are insufficient even for the remunerative payment of teachers and the proper equipment of the schools, repairs to school buildings, &c, &c. It would, however, cost but very little more to provide prizes for presentation to pupils who by punctual attendance and application to their studies should merit the same. In addition to these inducements, the further one of a meal at mid-day should be offered the pupils; for under even the most favorable circumstances in Indian families, it is not always possible for the children to obtain sufficient food. The meal at the school might consist of a plate of oatmeal porridge with syrup and a couple of biscuits. Such food would be economical, nourishing and the material could be easily provided and prepared and served without much trouble.

As regards clothing, the undersigned would favor the adoption of a regular uniform for the children attending day schools, to be provided in the first instance by the Department but to be charged with the consent of the Indian parents, in the case of bands having invested funds at their credit or drawing annuity, to the share of interest or annuity payable to the child until the amount advanced is repaid to the Department. There is no doubt that arrangements could be made with a clothing house to provide a cheap, warm uniform for winter and a suitable one for summer use at very reasonable rates.

As before stated, the distance at which Indian families live from the school being often a serious hindrance to the regular attendance of the children, to remedy this the undersigned is of opinion that no school should be further distant than two miles from the home of each child ; and in the case of large Reserves where there is a sufficient number of children of school age to justify it, as many schools as would be sufficient to meet the requirements of the band should be established, estimating the attendance

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at each school at not more than 40 pupils; and the school to be within two miles of the home of each pupil.

There are many reserves, notably in British Columbia, so sparsely populated that the number of children, of an age to attend school on each Reserve, would not justify the expense necessary to establish a school. The undersigned submits that central boarding schools, of the primary class, should be established to meet the educational requirements of bands so situated.

The undersigned is also of the opinion that among the duties of the teachers that of looking after absentees from school should be included, and that they should be required to make a return to the Department, at the end of each month, of all absent pupils, and the cause of absence in each case, and the return should state what steps the teacher took, by visiting and advising the parents, to ensure attendance on the part of the absentees. It may be alleged as an objection that the Teachers would not have sufficient time between the closing of the school and night to accomplish this duty. To meet this objection the undersigned would recommend that instead of Indian schools closing as they generally do at the hour of 4 they should be allowed to close at 8 p.m., in order to give the teachers sufficient time to make the necessary enquiries relating to absentees.

A system of regular and efficient inspection, by competent persons specially qualified, should be instituted. In the older Provinces such a system exists. The Provincial School Inspectors do this work for the Department. But in the newer Provinces and Territories there is no such inspection, the Indian Agents only visiting the schools occasionally. A Board of Trustees for each Reserve, to consist in part of the most intelligent Indians, and of the missionary and Indian Agent, should be formed. The returns from the schools should be made at least monthly, instead of as at present, quarterly. Examinations should be held by the teachers at the end of each quarter, and a faithful record of the same kept. Certificates as to progress and conduct should be regularly given pupils.

With reference to the third point, namely, the perfecting of the education of Indian children, and ensuring lasting beneficial results from the education given them, the undersigned submits that the education of Indian children should be commenced with essentially primary methods, such as the kindergarten and object lesson systems, and as the mind of the child develops it should be advanced in its studies until finally, in the case of pupils who have distinguished themselves by their intelligence and progress in the day schools, they should be drafted into schools of a higher order, such as industrial boarding schools, where they could be trained in the knowledge of some industrial pursuit, as well as receive instruction in higher educational subjects, and after they have completed a course at such an institution the Department, through its agents, should charge itself with the responsibility of obtaining for each pupil who has acquired a trade, employment at the same, outside of the Reserve of the band, and the annuity share of the youth thus placed, provided the band of which he is a member receives annuity money, should be charged with the cost

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of furnishing him with the necessary tools wherewith to follow the same successfully, the first cost being borne by the Government, or by the capital fund of the Band, if it has funds at its credit and recouped by deductions from the annuity of the Indian mechanic, until all shall have been repaid. A somewhat similar system might be followed in the case of Indian boys who may acquire, at an industrial school, a knowledge of agriculture, to provide them with the necessary implements, cattle, &c., to work land successfully. And as respects Indian females educated at these institutions, when they become adepts at tailoring or housewifery, employment might be obtained for them also, in clothiug establishments, in tailor shops, as dressmakers or as domestic servants, as their qualifications may best adapt them for.

Should the views above enunciated be approved of and should it be decided to give practical effect to them, it would necessitate an increase in the number of day schools as well as of industrial institutions or of the accommodation in the latter establishments; and each of the industrial institutions should be supplied with pupils selected from the schools on a certain number of Reserves grouped for the purpose; and children from these Reserves should not be allowed to attend any other industrial school than the one assigned their Reserves. Thus each industrial institution would form a central school of a superior class for the advanced pupils attending the day schools on the Reserves included in the group from which the pupils would be drafted for that institution. The reasons above urged for increasing the number of educational institutions of either class will be more clearly manifested from the review which the undersigned proposes to make of the schools at present in operation and the facilities for education at present afforded as well as the additional facilities which it is desirable should be extended to the Indian youth upon the different Reserves in the various Provinces and Territories of the Dominion. He will, with this object in view, deal with the subject of Indian education as it at present exists on the various Reserves in each Province, and make suggestions of the improvements which he thinks should be adopted inconnection with each Resever, commencing with the Province of Ontario.

PROVINCE OF ONTARIO.

There are in this Province 69 Indian Reserves. Of these, 24 have no schools established upon them, viz., the Reserves at Lac des Mille Lacs, Kawaiagamot, Rat Portage, Big Island, North-West Angle, (3 Reserves), Assabaskasing, White Fish Bay, Buffalo Bay, Shoal Lake (2 Reserves), Temogamingue, French River, Thessalon, Spanish River, Point Grondine, Ojibwaning, Cockburn Island, Sucker Lake, Long Lake, Pays Plat, Rivière au Sable and Scugog. Of these Reserves, which are as yet without schools, 12 would appear to have a sufficient number of children of school age to justify the establishment of schools upon them, viz., the Reserves at Lac des Mille Lacs, Rat Portage, Big Island, Reserve 87 at the North-West Angle, Assabaskasing, White Fish Bay, Buffalo Bay, No. 39 at Shoal Lake, Temogamingue, French River, Spanish River and

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Long Lake. On the remaining 12 Reserves the number of children of school age ranges from 5 to 12.

Of the 69 Reserves in the Province thereare 45 on which schools are established. Of these 45, however, 12 would appear, from the number of children upon them of school age, not to have sufficient facilities for the education of the children. The Reserves last referred to are as follows:—Contcheeching, where there are 60 children of school age and only one school; Islington, whereon there are 65 children of school age and but one school; at Garden River, on which the number of children of school age is 175, and the number of schools in operation 2; at Christian Island, on which the number of children of school age is 70, with only one school in operation; at Walpole Island, on which the number of children of school age is 158, with 2 schools in operation; on the Oneida Reserve, in the Township of Delaware, where there are 180 children of school age and 3 schools in operation; on the Reserve at Henvey Inlet, in the Parry Sound District, on which there are 70 children of school age and only 1 school in operation; on the Six Nations Reserve, in the Townships of Tuscarora, Oneida and Onondaga, having 1,066 children of school age and but 12 schools in operation; on the Mississagua Reserve, in the Township of Oneida, having 70 children of school age and only 1 school in operation; on the Reserve at Tyendinaga, on which there are 840 children of school age and 4 schools in operation; on the Reserves of the Chippewas of Sarnia, situated near Sarnia, and at Kettle Point, on which the number of children of school age is 128 with 2 schools in operation.

From the foregoing it will be obvious that estimating 40 children or thereabouts for each school, there should be on the Reserve at Contcheeching 2 schools instead of 1; on the Reserve at Islington, 2 schools instead of 1; on the Garden River Reserve, at least 4 schools instead of 2; on the Christian Island Reserve, 2 schools instead of 1; on the Walpole Island Reserve, 4 schools instead of 2; on the Oneida Reserve, in the Township of Delaware, 4 schools instead of 3; on the Henvey Inlet Reserve, 2 schools instead of 1; on the Six Nation Reserve, 26 schools instead of 12; on the Mississagua Reserve, 2 schools instead of 1; on the Reserve at Tyendinaga, 8 schools instead of 4; on the Reserves near Sarnia and at Kettle Point, which belong to the one Band, 3 schools instead of 2.

It is desirable, in the case of Reserves having more than one school upon them, that when it is practicable—which will be the exception—the sexes should be divided, that is, that there should be a school for boys and another for girls.

As regards the Reserves on which schools have been established and are in operation, no accommodation has been provided for the teachers of these schools, in the shape of house room. Consequently they have to obtain board and lodging where best they can. This is, as stated in the prefatory part of this report, a very undesirable condition of matters. The teacher should be supplied with a proper place of abode, at a convenient distance from the school.

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With regard to Industrial Schools, there are in existence at present, in the Province of Ontario, four of these institutions, viz.:—At Sault Ste. Marie, where are established the Shingwauk and Wawanosh Homes, one for the instruction of Indian boys and the other for the instruction of Indian girls. The principal of these institutions is the Rev. E. F. Wilson. He is a clergyman of the Church of England, but has expressed his willingness to make his institutions undenominational.

At Wikwemikong, on Manitoulin Island, there are also boys' and girls' industrial institutions conducted under the auspices of the Roman Catholic Church. At Brantford the Mohawk Institute is carried on under the supervision of the Rev. Mr. Ashton and under the auspices of the New England Company. It receives no aid from the Government. This institution has both boys and girls as pupils. At Mount Elgin, in the Township of Caradoc, in the County of Middlesex, an Industrial Institution is conducted under the auspices of the Methodist Church. It has also male and female pupils. Of these institutions the Shingwauk Home and Wawanosh Home at Sault Ste. Marie can accommodate between them about 85 pupils. The institutions at Wiwemikong can afford accommodation for about 114 pupils. The Mohawk Institute, near Brantford, can accommodate about 90. The Mount Elgin Institution accommodates 60 pupils.

It will thus be seen that at these four institutions accommodation can at present be furnished for 349 pupils. The number of children of school age upon the various Reserves in the Province is 5,191, and should schools, as recommended, be established upon Reserves on which there are none at present and where there is a sufficient number of children of school age to justify the establishment of schools, and should the additional number of schools recommended be established on the Reserves where the number of schools at present in operation is insufficient to meet the educational requirements of the Indians, and estimating the percentage of children fit to be drafted from day schools into the industrial institutions at 10 per cent., it is obvious that there will not be sufficient accommodation in the existing institutions of the latter type to meet the requirements of the more advanced pupils, and that either the accommodation of the present institutions will have to be increased or new institutions must be established. Further, should the recommendation contained in the previous part of this report be approved of and given effect to, viz., that in the case of Reserves in regard to any of which there is not a sufficient number of children of school age to justify the establishment of a day school on the Reserve, a central boarding school of the primary class should be established to meet the educational requirements of bands so situated, this will necessitate, in the case of the Province of Ontario, one institution of that class, there being 85 children in all upon Reserves who would have to be provided for in this way. And it is submitted, that as occasionally in each band children are left without natural protectors, owing to the death of their parents, to meet such cases, this primary institution might be made of sufficient dimensions to accommodate say 100 pupils.

It would be preferable, were it possible, to have all these industrial institutions non-denominational, and in so far as Protestant Indians are

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concerned, there would probably be little or no objection to non-denominational schools; but the Roman Catholic Indians would undoubtedly be prevented by their clergy from allowing their children to attend any other than Roman Catholic institutions.

The undersigned would favor the enlargement of the existing institutions rather than the establishment of others. He is of the opinion that they are favorably situated, being sufficiently central for all practical purposes. He would, however, in accordance with his previously expressed views in this matter, require that the Indian children from certain Reserves should attend one of the institutions and no other, *e. g.*, the institution at Mount Elgin might be supplied with children from the day schools on the Reserves at Rice Lake, Mud Lake, Georgina Island, Rama, Walpole Island, Delaware, Caradoc, Alnwick, Orford, Sarnia, Kettle Point, Scugog. The Mohawk Institute might draw its pupils from the schools in operation on the Reserves of the Six Nations, of the Mississaguas of the County of Haldimand, and of the Mohawks of the Bay of Quinté, in the Township of Tyendinaga, in the county of Hastings; while the institutions at Sault Ste. Marie and Wikwemikong would absorb the pupils drafted from the Protestant day schools on the various Reserves from Penetanguishene northward, including the Reserves on the Lake of the Woods and on Rainy River, while the Roman Catholic schools on any of the reserves in the same territory might furnish their quota to the Wikwemikong institutions. The capacity of each institution would then require to be increased as follows:—

The Mount Elgin Institution, which at present accommodates sixty pupils, would have to be increased so as to permit of 118 pupils being admitted.

The Mohawk Institute, which at present has accommodation for 90 pupils, would require to be enlarged sufficiently for lodging 155 pupils.

The Shingwauk and Wawanosh Homes at Sault Ste. Marie, which at present have lodging capacity for 85 pupils, should be enlarged to a sufficient extent to admit of 123 pupils being lodged thereat.

The Wikwemikong Institutions it is thought already have sufficient lodging capacity for any additional pupils that they may be required to take in.

If effect should be given to the views above expressed, the following statement will show the increased cost which must necessarily be incurred in connection with the day schools at present conducted upon Reserves in the Province of Ontario, and the cost of establishing new day schools on Reserves on which there is only one school at present in operation but whereon there is a sufficient number of children of school age to warrant the establishment of more schools, and the cost of establishing schools on Reserves on which no schools at present exist. Taking the present average salary paid to teachers, viz., $240 per annum, and the number of schools at present in operation, viz., 69, and doubling the salary of $240, which is the average remuneration now given, the increase in this item would be 69 teachers at $240 additional each, $16,560 per annum, and adding thereto

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the number of additional schools which it is proposed to establish on these Reserves on which schools at present exist, viz. 29, and estimating, as before, the salary of each teacher at $480, the 29 teachers' salaries would cost $13,920.

The total amount that will then be required for 69 teachers at $240 each + 29 at $480 each, will be	$30,480 00
And estimating the cost of erecting new buildings upon these Reserves both for school houses and for the teachers' accommodation at the lowest figure, viz., $500 for each school house and teacher's residence, the cost of schoolhouses and teachers' residences at $500 for 29 new institutions would be $14,500, and of residences for the teachers of 69 schools, the schoolhouses for which have already been erected, say, at $300 each, $20,700; total cost $14,500+20,700	35,200 00
In addition to the foregoing there are as shown in a previous part of this report 12 Reserves which though they have a sufficient number of children of school age to justify the establishment of a school upon each of them have at present no schools in operation. Allowing one school to each of these Reserves and the same rate of salary, viz., $480 to each teacher, there would be 12 teachers at $480, equal to	5,760 00
And allowing the same expenditure for erecting school houses and teachers' dwellings, viz., $500 for each Reserve the cost of these erections on the 12 Reserves would be	6,000 00
Adding the cost of equipping all the new schools with proper books and school materials, say at the lowest estimate $100 for each school to be established, being 41 schools in all	4,100 00
Adding thereto the cost of food to furnish a daily meal, as proposed, of oatmeal porridge, syrup and biscuits to 5,191 pupils in 98 schools at $8 per head, equal to	41,528 00
And the cost of clothing the pupils with winter and summer apparel, 5,191, at say $10 each	51,910 00
Allowing a sufficient sum to furnish prizes to deserving pupils, say $15 to each school, 98 schools at $15 equal to	1,470 00

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From the foregoing it will be seen that the total cost involved in increasing the facilities at present afforded at day schools for the education of the Indian children of Ontario and in improving the methods at present in operation will be..... 176,448 00

From this amount, after deducting the cost of the schoolhouses and residences, and the cost of the equipment of the new schoolhouses, $46,800 in all. the balance, viz., $181,148, will represent, approximately, what the annual expenditure on account of day schools will be; in addition to which there will also, of course, be required a certain amount of expenditure in supplying school material, keeping the building in repair, &c. For this it is difficult to estimate; but on a rough calculation it might be set down at $5,000 to meet all such requirements.

The increased expenditure in connection with the Industrial Institutions would be as follows:—

The Mount Elgin Institution, accommodation for board and tuition for 58 additional pupils at $60 each.....	$3,180 00
The Mohawk Institute, for board and tuition of 65 additional pupils, at $60 each.....	3,900 00
The Shingwauk and Wawanosh Homes, for board and tuition of 50 additional pupils, at $60 each.....	3,000 00

The cost of the enlargement of these institutions, so as to meet the additional accommodation required, would be approximately as follows:—

The Mount Elgin Institution.....	$2,000 00
The Mohawk Institute.....	3,000 00
The Shingwauk and Wawanosh Homes.....	2,000 00
For repairs, annually.....	2,000 00
Deducting the cost of enlarging the buildings, viz., $7,000, the annual expenditure in board and tuition of the additional pupils, and in repairs, would be.....	12,080 00
Which, added to the present expenditure of $6,000 at the Shingwauk and Wawanosh Homes and at the Mount Elgin Institute, on the same account (there is no subsidy at present given to the Mohawk Institute) would make the whole amount to be expended on the above account.....	38,380 00
Adding the additional cost of establishing new day schools, the enlargement of the Industrial Institutions and the cost of the board and tuition of the pupils at both day schools and Industrial Schools, the following would be	

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the additional amount to be provided, viz.. for day schools, $146,148; for Industrial Schools, $38,380; less $6,000 already paid, $27,380; total 178,128 00

After deducting from which the first cost on account of buildings, viz,, $52,300; the balance, viz., $120,828, will be the additional amount to be provided annually for the support of day schools, and for the board and tuition of the additional number of pupils at the Industrial Institutions of this Province.

PROVINCE OF QUEBEC.

In this Province there are 10 Indian Reserves. In addition to these, there are bands of Indians on the Lower St. Lawrence, who, after returning from their winter's hunt, are in the habit of camping at the following places: Escoumains, Godbout, Sept Isles, Mingan and Musquerro.

In the County of Témiscouata, there are also wandering Indians who usually camp, during the open seasons, at Rivière du Loup and Tadousac and on the opposite side of the river, at Rimouski and at Lévis. These Indians formerly occupied a Reserve at Isle Verte, in the Township of Viger, which was surrendered by them and the land has been sold.

The total number of children of an age to attend school in the Province is approximately 678.

Of the Indian Reserves on which there are schools in operation there are three Reserves with only one school on each, whereas the number of children of school age on each would justify the establishment of more, viz., at River Desert, where there are 75 children; at Caughnawaga, 187 and at Point Bleue, Lac St. Jean, 106 children of school age. At Caughnawaga another school is, however, about to be brought into operation for the female children. In order to meet the educational requirements of the children of these three Reserves it would appear to be necessary to establish another school on the Reserve at River Désert, three additional schools on the Reserve at Caughnawaga, and another school, at least, on the reserve at Lac St. Jean.

On the Reserve at Betsiamits, where during the open season there are 181 children of school age, there is no school in operation, nor are there schools in operation at any of the points above enumerated on the north shore of the Lower St. Lawrence, to which the Indians resort in the summer season; although at Sept Isles, in the families that remain, in the open season, there are said to be 98 children of school age; at Mingan, 50; at Musquarro, 72; at Godbout, 15, and at Escoumains, 13. It is difficult to say how the education of the children at these last named points is to be accomplished. For the greater portionof the year the Indians are absent, leaving early in the month of August and not returning until about the middle of June. Their hunting grounds are distant and they are therefore obliged to leave early for the seme in order to reach them in good time to commence their hunt and to arrange their winter quarters; and for the same reason, viz., the distance they have to travel, they

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are in the spring late in arriving at the coast. The only feasible plan by which to accomplish the education of any of the children of these nomads would appear to be by the establishment at some point of a central boarding school at which the children might remain while their parents went to their hunting grounds; but the school would have to be a large one to accommodate the number of children of school age were they all to be admitted at the same time. The whole number of children of school age at the above points including Betsiamits is 379. It is not, however, likely that the parents of the children would all agree to leave them, and the Department could scarcely calculate upon more than perhaps a quarter of that number, or in round numbers say 100 children, being left at the school. Should such a central boarding school for about 100 children be established there is no reason why the children of the nomadic Indians of Témisconata before referred to should not also be admitted into the same.

With a view to the higher education of the children who attend the schools established upon Indian Reserves in this Province, it would be necessary to establish an industrial boarding school at some central point, whereat Indian boys selected from the day schools, besides having the benefit of a higher education, might be instructed in trades that would enable them to obtain a livelihood after leaving the institution, and girls might receive instruction in sewing, knitting, dress-making, tailoring, baking and other household industries.

The total number of children of school age on the various Reserves in the Province is 678, and estimating that 10 per cent. of these would be eligible for admission into an industrial institution, the number to be admitted would be about 68, or say 70. It would not, therefore, be necessary to have more than one industrial school for the above purpose.

The expense involved in giving effect to the above ideas, if approved of, would be as follows:—

Five additional schools at River Desert, Caughnawaga and Lac St. Jean, at a salary of say $480 for each teacher	$2,400 00
Additional amount required, viz., $240 for each, to bring up the salaries of the teachers of the three schools at present in operation on those Reserves to $480 for each teacher	720 00
Additional amount required to increase the salaries of 11 teachers on the Reserves at Restigouche, St. Francis (2 schools), Maria, Lorette, St. Régis (4 schools), Temiscamingue (2 schools), from the salaries at present received by them, $240 to $480 each per annum	2,640 00
The cost of mid-day meal for the pupils at the 19 day schools, estimating the outside number of children to be provided for at 678, and at the rate of $8 *per capita*	5,384 00

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Adding cost of erection of five additional school buildings and residences at $500 each.....	2,500 00
Fourteen residences for the teachers at $300 for each	4,200 00
Cost of clothing for the children attending the day schools, $6.50 for winter uniform and $2.50 for summer uniform, 678 children at $10 each.....	6,780 00
Cost of prizes for pupils, 19 schools at $15 each....	285 00
Cost of erection of a central boarding school for the Indian children of the Lower St. Lawrence, to accommodate 100 children, about.....	4,000 00
Cost of tuition and board, &c., of these children at $100 each per annum.....	10,000 00
Cost of building for an Industrial School for children selected from 19 Reserve schools.....	8,500 00
For tuition, board, clothing, &c., thereat of 70 children at $60 each.....	4,200 00
Cost of furniture and school material.....	2,500 00
Total amount to be provided in the first instance.	$49,058 00

The above estimate in regard to the boarding school for the Lower St. Lawrence and the industrial school for the children from day schools on the Reserves is based upon the supposition that, as in the case of the Mount Elgin Industrial Institution in Ontario and the Shingwauk and Wawanosh Homes at Sault Ste. Marie, some religious denomination or benevolent society will share the expense of the tuition, board, &c, of the children. Should, however, this prove not to be the case and the whole expense have to be borne by the Government, the estimate would have to be increased to the extent of at least two-thirds.

Deducting first cost of buildings and of furniture, $16,700, the balance, $32,359, shows the additional amount required annually for educating the Indian children of the Province.

Nova Scotia.

There are in this Province 18 Indian Reserves, and the total number of children of school age is 486.

The following Reserves have each one school in operation upon them, viz.: at Cow Bay, in the County of Halifax, where there are school children to the number of 20; Whycocomagh, in the County of Inverness, the number of school children being 34; Eskasoni, in the County of Cape Breton, the number of school children being 21; at Indian Cove, in the County of Pictou, with a school population of 35; New Germany in the County of Lunenburg, having 25 children of school age; Red Islands, in the county of Richmond, with a school population of 45; Middle River, in the county of Victoria, having a school population of 30; Bear River, in the County of Digby, having a school population of 71.

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With the exception of the last named Reserve, the number of children of school age on each of these Reserves is not greater than one teacher should be able to instruct. On the Bear River Reserve, however, there would appear to be a larger number than any one teacher can properly manage.

On the following Reserves there are no schools in operation :—

Sheet Harbor, in the County of Halifax, where there are 15 children of school age; Shubenacadie, in the County of Hants, where there are about 40 children of an age to attend school; Franklin Manor, in the County of Cumberland, with children of school age to the number of 12; at Truro, in the County of Colchester, where there are 20 children sufficiently old to attend school; in the Counties of Annapolis and Shelburne, the number of children of school age being 38; in Queen's County, where there are 20 children of an age to go to school,; in the County of Antigonish, where there are about 40 children old enough for attendance at school; in King's County, the number of children of school age being 30.

It will be observed from the foregoing that there are 8 Reserves in the Province with schools established on them; while there are 10 Reserves without schools, although the number of children of an age to be at school on each of those Reserves, with the exception of those at Sheet Harbor, in the County of Halifax, and at Franklin Manor, in the County of Cumberland, is sufficient to justify the establishment of a school on each Reserve.

If, as in the case of the other Provinces, the average salary at present paid the 8 teachers now employed, viz., $240 each per annum, be doubled, the additional amount required to increase the salaries now paid will be.....	$1,920 00
If 11 new schools are to be brought into operation on the ten Reserves at present without any, and another at Bear River, the total amount required for alaries for the teachers of the 11 schools would be.....	7,680 00
Adding the cost of erecting new school-houses upon ten Reserves not already supplied with schools, and of a school-house for an additional school at Bear River, as well as the costof residences for teachers at the rate of $500 for each school-house and residence the total amount to be provided for buildings would be.....	5,500 00
And if provision of residences is to be made for the teachers of the schools at present in operation, allowing $300 for each building, $300 × 8.....	2,400 00

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Adding cost of equipment of eleven new schools with proper books and school material, at say, $100 each	1,100 00
Cost of food to furnish a daily meal, as proposed, of oatmeal porridge, syrup and biscuits, to 486 children, at $8 each per school year	3,888 00
Cost of clothing 486 pupils with winter and summer apparel, at $10 each	4,860 00
Cost of providing prizes for each school, 19 schools, at $15 each	285 00
Repairs and renewing the supply of school books and material annually, say	800 00
Total amount to be provided	$26,025 00

This amount, $26,025, less the cost of the building and of equipment of new schools, viz.: $9,000, will represent the amount to be annually provided for the purposes of day schools on the Reserves in the Province, viz.: $17,025.

If a central industrial institution for the instruction of boys in trades and agriculture, and of girls in sewing, dressmaking, tailoring, knitting, cooking, baking, washing, and house hold duties generally, be established, which the undersigned thinks is highly desirable in order that promising children who have acquitted themselves in a creditable manner at the day schools should receive higher educational advantages, as well as instruction in some useful trade, taking the percentage as in the case of the Provinces of Ontario and Quebec at 10 per cent. of the total school population in the Province, the number of children for whom accommodation would be required at the industrial institution would be about 50.

The approximate cost of the erection of a building for the purpose would be, say	$2,750 00
Cost of tution, board, &c., of 50 children, at $60 each	3,000 00
Cost of furnishing the building, say	800 00
Cost of repairs annually	400 00
Total cost	$6,950 00
From which, in order to show the amount to be annually provided, should be deducted the cost of the building, $2,750; and of furnishing, &c., $800, leaving as a result	3,400 00
And this added to the annual cost of the day schools, $17,025, will make the total annual cost of Indian schools in Nova Scotia, $3,400 +$17,025	20,425 00

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NEW BRUNSWICK.

There are 19 Indian Reserves in this Province, with a school population of 481.

On the following Reserves schools have been established :—

At Kingsclear and at St. Mary's, in the County of York; at Tobique, in the County of Victoria; at Burnt Church and at Eel Ground, in the County of Northumberland; one school being in operation on each of these Reserves and with the exception of that at Burnt Church, where there are 75 children of school age, one school is sufficient to meet the educational requirements of the children so far as can be judged from the number on each Reserve.

There are 14 Reserves without schools. Of these the Reserves at St. Andrew's, in the County of Charlotte; St. John, in the County of St. John; Edmundston, in the County of Madawaska; Red Bank, in the County of Northumberland; Shediac, in the County of Westmoreland, and Folly Point, in the County of Westmoreland, have not a sufficient number of children of school age to justify the establishment of a school on each Reserve, none of them having more than 10 children of an age to attend school, and the majority of them only from 4 to 9 children.

The other Reserves, in view of the number of children of school age upon them, should have schools established thereat, viz., at Woodstock, in the County of Carleton, where there are 20 children; Apohaqui, in the County of King's, where there are 14; Dalhousie, in the County of Restigouche, where there 12 children; Bathurst, in the county of Gloucester, having 18 children; Indian Island, in the County of Kent, with 22 children; Big Cove, in the same county, having as many as 61 children; and Buctouche, also in the County of Kent, 16 children.

Of these last named Reserves, that at Big Cove is the only one on which there would be a necessity, apparently, for the establishment of more than one school, there being, as above stated, 61 children of school age upon it, which number should afford an attendance sufficient for two schools.

Allowing two schools for that reserve and one school for each of the others, there would be 8 new schools to be established, which, at $480 salary for each teacher, would cost for salaries	$3,840 00
And adding the additional cost of increasing the salaries of the present teachers of the 5 existing schools by $240, the additional amount to be provided for salaries for those teachers would be	1,200 00
The cost of building 8 new school-houses and residences for the teachers, say at $500 each, would amount to	4,000 00
And to this should be added the cost of 5 residences for the teachers of the existing schools, at say $300 each	1,500 00

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Cost of equipment of the 8 new schools, with proper books and school materials, at say $100 each, would be	800 00
Cost of food to furnish a daily meal, as proposed, of oatmeal porridge, syrup and biscuits, to 38 children, at $8 each per school year	3,072 00
Cost of clothing the same number of children with winter and summer apparel, at $10 each	3,840 00
Cost of providing prizes for each school, 18 schools, at $15	195 00
For repairs and renewal of supply of school books and material annually	650 00
Total additional amount to be provided..	$10,097 00

This sum, less the cost of the buildings and of equipping the new schools, viz., $6,300, will represent the additional amount, viz., $12,797, to be annually voted for day schools on the reserves in this Province.

If the proposition to establish a central industrial institution in this Province should be approved of, the number of pupils who would attend, at the rate of percentage adopted for the other Provinces, viz., 10 per cent. of the children of school age, would be about 44; but it is considered that, as already stated, on several of the reserves above-mentioned, there is not a sufficient number of children of school age to justify the establishment of a day school, provision should be made in the said central industrial institution for the admission of these children thereto; and this would occasion a necessity for a larger building, as there are altogether 87 children of school age on the several reserves referred to; consequently the total number to be provided for in the industrial institution would be 44+37=81 children.

It is possible, however, that arrangements might be made by which the children of some of the reserves last referred to, which may have public schools in the vicinity, might be admitted to the same; and if such could be effected, there would, of course, be no necessity for so large a building; but it may be concluded that it will not be possible, in the majority of instances, to effect such an arrangement, and allowing that one-half of the number of children of school age on these reserves, say 18, would be admitted to the institution, provision would then have to be made for 62 children, and the approximate cost of the erection of a building for the accommodation of that number it is thought would be about

	$8,000 00
Cost of board and tuition of 62 children, at $60 each per annum	3,720 00
Cost of furnishing the building and equipping it, &c., say	800 00
Cost of repairs and school material annually, say	400 00
Total amount to be provided would therefore be	$7,920 00

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From this amount, in order to show the sum to be annually provided, must be deducted the cost of the buildings and of furnishing the same, $8,800, leaving as the result $4,120, and this amount added to the actual cost of the day schools, $12,797, will make the total additional annual cost of Indian schools in New Brunswick $16,917.

PRINCE EDWARD ISLAND.

In this Province there are two Reserves. The larger one consists of Lennox Island, and the smaller one is situated in Township No. 39. In the latter there are but a few families, and the number of children of an age to attend school being only 6, no school has been established on the Reserve. On Lennox Island, however, there are 67 children old enough to be at school, and there is one in operation; but the attendance thereat is very small; indeed there are only 22 names on the school roll, and the average attendance falls, as a rule, far short of that number. The teacher is favorably reported of, but as he combines with his office of school teacher that of Indian Agent, it is probable, as has frequently been alleged by the incumbent, that the duties of the one office interfere with those of the other, and that were the offices separated, the school teacher, having nothing but his school to attend to, would be able to give closer attention to his duties, and both the attendance at and efficiency of the institution would be thereby greatly enhanced.

The school teacher, who as above stated also fills the position of Indian Agent, receives for the two offices a salary of $500 per annum, divided thus: $300 as agent, and $200 as teacher. Should it be decided to dissociate the positions, and to place the teacher on a similar footing as respects salary and residence, as is recommended in the case of teachers of Indian schools elsewhere, the present compensation of $200 would have to be increased by	$280 00
And cost of a dwelling house for the teacher, say	300 00
Additional furniture, desks, &c.....	100 00
Daily meal of porridge, syrup and biscuits for 67 children, at $8 each per annum.....	536 00
Clothing 67 children, at $10.....	670 00
Prizes for children.....	25 00
For repairs annually to buildings and renewal of school material.....	50 00
Total additional amount to be provided..	$1,961 00

And to ascertain the additional amount to be *annually* voted, the sums above stated as necessary for cost of teacher's house, $300; additional furniture, books, &c., $100; making together $400, should be deducted from the total amount above stated, which will give as a result, $1,561.

The small number which, at 10 per cent. of the school children would be available for promotion to an industrial boarding school, might be

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accommodated in the institutions of that type proposed to be established in Nova Scotia and New Brunswick; and as respects the 6 children on the Reserve in Township 89, arrangements might possibly be made for their admittance into the nearest public school in that locality.

MANITOBA AND KEEWATIN.

On Lake Winnipeg there are 11 Reserves, with 691 children of an age to attend school, distributed as follows:—At Black River, 23; Hollow Water, 32; Loon Straits, 10; Blood Vein, 31; Jack Head, 19; Fisher River, 85; Berens River, 73; Grand Rapids of Berens River, 68; Poplar River, 57; Norway House, 208; Cross Lake, 90. There are schools in operation on 7 of these Reserves, viz., at Hollow Water, Loon Straits, Fisher River, Berens River, Poplar River, Norway House (2), and Cross Lake. On 4 Reserves there are no schools, viz., at Black River, Blood Vein Creek, Jack Head, and at the Grand Rapids of Berens River. There is a sufficient number of children of an age to attend school on each of the Reserves last mentioned, and, therefore, the establishment of a school on each Reserve would be justifiable. And, on each of the Reserves at Fisher River, Berens River, Grand Rapids, Poplar River, and Cross Lake, the number of children would justify the establishment of 2 schools instead of one such institution. And on Norway House Reserve, where there are 208 children of an age to attend school, there should be 4 instead of 2 schools in operation. The average salary paid the teachers of Indian Schools on Lake Winnipeg, is $300 per annum, which is a wholly insufficient remuneration, and it is submitted that the salary should be increased to $480 per annum.

Such increase, if agreed to, will involve an additional grant for the 9 teachers of the schools at present in operation of $180 × 9.....	$1,620 00
And if the 11 additional schools above recommended are established there will be a further sum required for salaries of $480 × 11.....	5,280 00
And assuming that residences are to be provided for the 9 teachers at present in the service at $800 each × 9 there will require to be provided.....	2,700 00
And schoolhouses and residences for the 11 new teachers at $500 each will cost $500 × 11.....	5,500 00
Add cost of equipping the 11 new schools with furniture and school material, say, for each $100 × 11.....	1,100 00
Cost of furnishing food for 691 children, at $8 each per annum.....	5,528 00
Expense of clothing the same number, at $10.....	6,910 00
Cost of prizes for 20 schools, at $15 each.....	300 00

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Cost of repairs to buildings and renewal of school material annually	1,000 00
The total sum to be provided for Indian schools on Lake Winnipeg in addition to the amount already granted will then be	$29,988 00
From this amount should be deducted the cost of new school buildings $8,200 + cost of equipment, 1,100	9,300 00
And the result will give	$20,638 00

as the additional amount to be annually voted for the 17 schools in this agency.

An industrial institution, with a capacity of accommodation for 70 pupils, should be established at some central point, into which the most promising and furthest advanced children from the day schools of the district might be drafted. Berens River Reserve, whereon the Indian Agent for the locality resides, would appear to be the most suitable location for such an establishment.

The cost of erecting a building for the above purpose at Berens River would be, it is thought, about	$10,000 00
And provided some religious and benevolent body will co-operate, the expense to the Department connected with the board, clothing, tuition, and instruction in industries of 70 children may be placed at $100 *per capita*	7,000 00
And the cost of keeping the institution buildings in repair at	800 00
The total amount to be in the first place provided will therefore be	$17,800 00
And there will require to be annually voted for maintenance of the institution that sum less cost of building $10,000	7,800 00
The additional amount that will therefore be annually required for maintenance of day schools and of the industrial institution will be $20,638+$7,800	$28,438 00

In the St. Peter's Agency there are 466 children of an age to attend school, viz., on the Reserves as St. Peter's 328, on that at Broken Head River 30, and on the Reserve at Fort Alexander 108. On the St. Peter's Reserve there are 6 schools in operation, but there would appear to be a sufficient number of children to admit of the establishment of two additional schools; on the Reserve at Broken Head River there is one school, and on that at Fort Alexander there are 2 schools in operation.

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As in the case of the Lake Winnipeg reserves the average salary paid the school teachers in this agency is $800 per annum. If, as has been recommended as respects teachers in other agencies, and which appears worthy of adoption in this agency, their salaries are increased to $480 each, there will be required an additional amount for the 9 school teachers now employed at $180 each of.....	$1,620 00
And if two additional schools are established on the St. Peter's Reserve as recommended, salaries of $480 each will require to be provided— $480 × 2.....	960 00
And should residences for the 9 teachers now employed be built at, say $800, for each building, the cost will be.....	2,700 00
To which add cost of schoolhouses and residences for two new teachers on the St. Peter's Reserve, at $500 each	1,000 00
And cost of furniture for the same and of school material, say $100 for each.....	200 00
And the expense of furnishing a mid-day meal for the 466 children of the agency, at $8 each per annum	3,728 00
Also of clothing the same number of children, at $10 each per annum.....	4,660 00
And of providing prizes for 11 schools, at $15 each per annum.....	165 00
Cost of repairs to buildings and of renewing school material annually at $50 each × 11	550 00
Total of first cost.....	$15,583 00
From this sum should be deducted the cost of new buildings, $3,700, plus the equipment of the two new schools, $200.....	3,900 00
And as a result we have.....	$11,683 00

as the additional amount to be annually granted for the maintenance of the 11 schools of this agency.

The number of children of school age in the agency being 466 and the proportion of 10 per cent. being taken as a proper estimate of the number adaptable for introduction into a school of industries, there would be, in round numbers, 47 children for admission into such an institution.

The cost of a building for the accommodation of that number of pupils would be, say.....	$6,000 00

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The cost of tuition, industrial training, maintenance and clothing of 47 children, at $100 each per annum	4,700 00
The cost of keeping the buildings in repair per annum, say	800 00
The total amount that must be in the first place provided will therefore be	$11,500 00
And to be annually voted $11,500—$6,000 (the cost of building)	5,500 00
The additional sum that will be required annually for maintenance of the day schools and of the industrial institutions of this agency will therefore be $11,688+$5,500	17,188 00

In the Lake Manitoba Agency there are 9 reserves with 10 schools in operation, and in the Portage la Prairie Agency there are 4 Reserves with 1 school. It would appear convenient to deal with these two agencies together as respects school matters.

In the former there are 297 children, and in the latter 70 children of an age to attend school, distributed as follows: At Sandy Bay, 8; Lake Manitoba, 32; Ebb and Flow Lake, 25; Fairford, 90; Little Saskatchewan, 28; Crane River, 30; Water Hen River, 46; Duck Bay, 15; Rosseau River, 30; Long Plain, 20; Swan Lake and Hamilton's Crossing, 20. On all of these Reserves, excepting at Long Plain, Swan Lake and Hamilton's Crossing, schools have been established. At Fairford, where, as above stated, there are 90 children of school age, 2 schools are in operation; at Rosseau River, the school is kept in the private house of an Indian, owing to the want of a public building for the purpose. At Long Plain, there being 20 children of an age to attend school, one should be established, and as there is a similar number at Swan Lake and Hamilton's Crossing a school might be started at the latter point, where the most of the Indians reside.

The average salary of the teachers in these agencies is as in the other Agencies, $300 per annum. Should it be decided to raise the salaries of the teachers to $480, the additional amount required for the 11 teachers at present employed would be $180 × 11	$1,980 00
And should schools be established at Long Plain and at Hamilton's Crossing, the amount required for salaries of teachers will be $480 × 2	960 00
The cost of erecting residences for 10 teachers where schoolhouses have been erected at $800 each, would be	8,000 00
And of building a new schoolhouse and teacher's residence at Rosseau River	500 00

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And of erecting similar buildings at Long Plain and Swan Lake, $500 × 2	1,000 00
Cost of furnishing the 8 new schools and of school material for the same, $100 × 8	800 00
Expense of supplying a mid-day meal to 867 children, at $8 each per annum	2,936 00
Cost of clothing the same number, at $10 each per annum	8,670 00
Providing prizes for 11 schools, at $15 each per annum	165 00
Repairs to buildings and school material for 14 schools, $50 at each per annum	700 00
The total additional amount to be provided in the first place for day schools in these agencies will therefore be	$15211, 00
And deducting therefoom the cost of buildings and furnishing the same, $4,500 + $800	4,800 00
The result	$10,411 00

gives the amount to be annually voted for the maintenance of day schools in these agencies. And allowing, as in the other agencies, 10 per cent. of the children as eligible for admission into an industrial institution, a building would be required of a capacity to accommodate 87 pupils.

The approximate cost of such a building would be	$5,000 00
And of furniture and school apparatus	1,000 00
And the cost of tuition, instruction in industries, clothing and board for 87 pupils at $100 each per annum would be	8,700 00
And the expenditure for repairs and equipment, annually	800 00
Total amount to be provided	$10,500 00
And deducting therefrom the first cost of building and equipping, $5,000 × $1,000	6,000 00
The result, viz,	$4,500 00

shows the amount to be annually voted for maintaining the institution, and this sum, $4,500+$10,411—$14,911, will represe nt the total additional amount to be annually provided for day and industrial schools in these agencies.

In the Birtle District there are 14 Reserves, with 927 children of an age to attend school, distributed as follows:—On the Reserve of the Sioux at Bird Tail Creek there are 52 children: on the Oak River Sioux Reserve, 108; on the Oak Lake Sioux Reserve, 16; on the Turtle Mountain Sioux

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Reserve 14; on the Reserve of Coté's Band, 141; on the Reserve of Kee-see-kouse, 94; on the Reserve of Way-way-se-cappo, 50; on the Reserve of the Gambler, 94; on the Reserve of Kee-see-kow-we-nin, 52; on the Reserve of The Key, 116; on the Reserve of South Quill, 60; on the Reserve of Pheasant Rump, 28; on the Reserve of Red Ear, 32; on the Reserve of White Bear, 70. Schools are in operation on six of these Reserves, viz., on Bird Tail Creek, Oak River. Coté's, The Key's, Kee-see-kouse, Kee-see-kow-we-nin.

On the Reserve on Oak River there is only one school, whereas there is a sufficient number of children (108) of school age thereon to justify the establishment of another school; and on the Reserve of Coté there is only one school while there are 141 children, being sufficient for an attendance of over 40 at 3 schools; on the Reserve of The Key there are 116 children and only 1 school, whereas for that number of children there should be 3 schools in operation; on the Reserve of Kee-see-kouse there are 94 children and but one school, whereas there should be two schools in order to afford sufficient instruction to that number of children. On the Reserves at Oak Lake and Turtle Mountains, having respectively 16 and 14 children, there are no schools; the same remark applies to the Reserves of Way-way-se-cappo, where there are 50 children, of the Gambler, where there are 94, (being sufficient to afford an attendance of 47 each to 2 schools); of South Quill, having 60 children, a sufficient number for 2 schools; of Pheasant Rump, with 28 children, of Red Ear, having 32 children; and of White Bear, where there are 70 children, or a sufficient number to afford an attendance at two schools, of 35 to each

The average salary paid school teachers in this district is $800 per annum. Should it be decided to increase the same to $480, it will involve an increased grant of for six teachers at $180 each.....	$1,080 00
And should there be established, as above suggested, another school on Oak River Reserve and two additional schools on the Reserve of Coté, and a like increased number of schools on the Reserve of The Key, and one more school on that of Kee-see-kouse, and one school on each of the Reserves at Oak Lake, Turtle Mountains, and a school on each of the Reserves of Way-way-se-cappo, South Quill, Pheasant Rump, Red Ear, and two schools on each of the Reserves of the Gambler and Red Bear —for the teachers of these seventeen schools provision of salaries at $480 each will have to be made, $480 × 17.....	8,160 00
And should residences be provided for the six teachers at present employed, at say $300 each, $300 × 6.....	1,800 00

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And school houses and residences for seventeen teachers, at $500 each	8,500 00
Cost of furniture for the seventeen new schools and of school material for the same, at $100 each.	1,700 00
Expense of supplying mid-day meal to 927 children at $8 each per annum	7,416 00
Cost of clothing 927 children, at $10 per annum each	9,270 00
Provision of prizes for twenty-three schools, at $15 each per annum	345 00
Repairs and school material at $50 each per annum, $50 × 23	1,050 00
The total additional sum required will in the first instance be	$39,821 00
Deduct therefrom cost of buildings and of furnishing the same $10,300 + 1,700	12,000 00
and the result	$27,821 00

will show the additional amount to be annually provided for the maintenance of day schools in the Birtle Agency.

An industrial institution of a capacity to lodge ninty-three children should be established.

The approximate cost of a building for such a purpose would be	$10,000 00
And the cost of clothing, board, tution and instruction in industries of ninety-three pupils, at $100 each per annum would be	9,300 00
The cost of equipment of the institution say	2,400 00
And of repairs and school material annually	1,600 00
Total amount to be provided	$28,300 00
Deduct therefrom the first cost of building and equipment	12,400 00
and the result	$10,900 00

will represent the amount to be annually provided for the maintenance of the institution and that amount, $10,900 + $27,821 = $38,121, shows the additional sum total required annually for maintenance of day schools and of an industrial institution in this agency.

The undersigned would recommend that the latter institution be established at Birtle, which is the headquarters of the agency, and the agent could then personally, from time to time, inspect the institution and exercise a general supervision over the expenditure at and management of the same.

The District of Assiniboa is dividedin to five agencies. The Assiniboine or Indian Head Agency, in which there is but one Reserve known as Jack's,

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having 58 children of an age to attend school and where one school is in operation.

The Crooked Lakes Agency, embraces four Reserves, viz., the reserve known as Coweses', with 35 children of an age to attend school, and where there is one school in operation, Ochapawasis', having 50 children of school age, but no school, Sakiway's, which has 44 children old enough but having no school to attend, Ka-kee-wis-ta-hau's, with 28 children of school age but no school in operation; the File Hills Agency, which embraces four reserves, viz., Little Black Bear's, with 20 children of an age to attend school and one school in operation, Star Blanket's, with 18 children old enough but having no school to attend, Okanee's, having 10 children of sufficient age to attend but no school in operation, Pee-pee-kee-sis', having 19 children of school age but no school in operation.

Muscowpetung's Agency includes four reserves, consistingof Pasqua's, with 65 children of school age and one school in operation, Muscowpetung's, having 20 children of an age to attend school but no school in operation, Piapot's, where there are 46 children old enough to attend and one school in operation, Standing Buffalo's, having 52 children of school age and one school in operation

The Touchwood Hills Agency, contains five reserves, viz., Poor Man's, having 35 children of an age to attend, but having no school, Day Star's, with 25 children of school age but no school, Gordon's, having 55 children of an age to attend and one school in operation, Muscowequan's, with 30 children sufficiently old to attend school and one in operation, Yellow Quill's, having 40 children sufficiently old but no school to attend.

From the foregoing it will be observed that of the four reserves in the Crooked Lakes Agency there isonly one with a school on it, although on each of the other three reserves there is a sufficient number of children of an age to attend school if one were established; also that in the File Hills Agency there is only one school, although there are four reserves, and that on two of these reserves, if not on the three, the number of children of school age is sufficient to justify the establishment of a school on each. In the Muscowpetung Agency of the four reserves only one is without a school, but there being 20 children of school age thereon, one might very properly be established. Another school on Pasquah's Reserve, where there are 65 children of school age, would not be too many.

In the Touchwood Hills Agency out of five reserves only two have schools on them, whereas on each of the three other reserves the number of children of an age to attend school would justify the establishment of one school, and on one of those upon which one school exists the number of children is sufficient to afford a fair attendance for two schools.

On Jack's Reserve, in the Assiniboine Agency, there are, as above stated, 58 children and one school; another school would not be too many.

As elsewhere in the North-West, the average salary of the school teachers at these five agencies is $800 per annum.

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If it be decided to increase the same to $480 per annum, the additional amount to be provided for the eight teachers at present employed, will be $180 × 8	$1,440 00
And for teachers of the 18 new schools proposed to be established, $180 × 18	2,340 00
If teachers' residences for the 8 now employed are to be erected, the cost, at $300 each, will be	2,400 00
And of school houses and teachers' residences for 18 new institutions, at $500 each	6,500 00
Cost of furnishing and supplying material for 18 new schools, at $100 each	1,800 00
Cost of supplying a mid-day meal to 628 children, at $8 each per annum	5,024 00
Cost of clothing same number of children, at $10 each per annum	6,280 00
Cost of providing prizes for 21 schools, at $15 each per annum	315 00
Repairs and school material for 21 schools, at $50 each per annum, $50 × 21	1,050 00
Total expense to be incurred in first instance.	$26,649 00
Deducting first cost of building and furnishing, $8,900, + 1,800	10,200 00
And the result	$16,249 00

gives the additional amount to be annually provided for the maintenance of schools in these agencies.

There is already an Industrial Institution at Qu'Appelle, conducted under the auspices of the Roman Catholic church, which is probably of sufficient capacity to accommodate such number of children, of Roman Catholic parentage, from the day schools of these agencies, as well as from the Reserves of the Birtle, Prince Albert and Duck Lake and Pas Agencies, as may be selected as eligible for promotion into a higher school, and it is proposed to establish, as soon as possible, in the vicinity of Regina, another institution of the same type, to be placed under the Presbyterian Church, and when the same shall have been opened, it should be sufficient for the more advanced pupils of the day schools, of Protestant parentage, in the five agencies last referred to.

The southern part of the District of Alberta is the most difficult field in which to accomplish anything in the educational line. The great majority of the Indians are of the Blackfoot Nation, and having but little intelligence in respect to such matters, they consequently have little or no appreciation of the benefit of education for their children. They therefore have availed themselves but slightly of the scanty facilities afforded for

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educating them by the few day schools established by missionaries, and so discouraged have the teachers become that of the five schools formerly in operation only one remains at present open. That school has on its roll the names of 100 pupils, but the daily average attendance is very far short of that number, and even were the daily attendance equal to the number on the roll it would be but a poor showing for 1,940 children of school age on the three Reserves.

Nor have the attempts made to induce the parents to allow their children to remain at the Industrial Institution established at High River for the special benefit of the Blackfeet youth been successful, and the Department has consequently been obliged to draw from the more northern Cree Reserves of the district for inmates of that establishment. It is difficult to determine what measures should be adopted to effect a change of sentiment as respects education in these people. The attractive power which doubtless will be exercised over the minds of the Indian children on the other Reserves by a mid-day meal being given those attending school would, it is feared, fail of its object in the case of the Blackfeet children, inasmuch as, owing to the special circumstances surrounding those Indians in consequence of the extinction of the buffalo, on which they solely subsisted in times past, the Department has been obliged to regularly ration the whole nation with meat and flour. This has not had to be done with any of the other tribes, as they were not so wholly dependent as the Blackfeet on buffalo for a subsistance, their Reserves being situated in a country frequented more or less by wild fowl and other game of large and small size. The Department has therefore merely ministered to their actual necessities as they arose and thrown them mainly on the above resources and on the produce raised on their land for sustenance. It will thus be readily seen how difficult, and in fact impossible, it would be to induce the Blackfeet children, who are accustomed to a diet of meat and flour daily, to attend school where they would only get a meal of farinaceous food. The plan might be adopted of deducting a sufficient proportion of the shares of the children of school age from the rations deliverable to the parents for their families and have the same cooked for a mid-day meal for the pupils attending the day school. It might, however, cause considerable dissatisfaction were this to be done without the parents' consent. The presentation of cheap but showy prizes, consisting of such articles as would be specially attractive to the children, at the end of each week to regular attendants at the schools, who were otherwise deserving, would probably have a good effect in ensuring regularity and docility on the part of the pupils, and might go far towards inducing their parents to consent to the deduction of their proportionate share of rations for the mid-day meal for their children, and at the same time cause them to compel their children to attend regularly. Indeed some small remuneration might be given the parents with a view to ensure their co-operation in this much-to-bed-esired end.

The number of children of an age to attend school in these tribes is as before stated 1,940, and

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estimating 40 children for each school the number of schools that should be established is 48, and these at a salary of $480 for each teacher would involve an expenditure for salaries of $480 × 48		$23,040 00
And for school and teachers houses, at $500 each		24,000 00
For furniture and school material, at $100 each × 48		4,800 00
Cost of clothing 1,940 children, at $10 per annum each		19,400 00
Cost of providing prizes for 48 schools, at say $40 each per annum		1,920 00
Repairs and material for 48 schools, at $50 each per annum		2,400 00
Total expense to be incurred in first instance		$75,560 00
And deducting therefrom the first cost of building and furniture		28,800 00
The result		$46,760 00

shows the amount to be annually incurred for the maintenance of the schools among the Blackfoot Nation, which, it may be here stated, comprises three bands, consisting of Blackfeet proper, Bloods and Piegans, with the tributary tribes, though not allied to the Nation by ties of consanguinity, of Sarcees.

The reserve of these last named Indians is situated about 12 miles to the south-west of Calgary, and on it there are 40 children of an age to attend school and one school in operation, the average daily attendance at which is however only five. The same measures recommended to induce a larger attendance at schools on the Blackfoot Reserves should be adopted as regards this Reserve, as these Indians are manifestly as indifferent respecting the education of their children as their Blackfeet confrères.

The following is a statement of the expense to be incurred on the Sarcee Reserve:

To increase salary of teacher from $300 to $480 per annum		$180 00
To erect a dwelling house for the teacher		800 00
To provide clothing for 40 children, at $10 each per annum		400 00
For prizes for the school per annum		40 00
For repairs and material for one school annually		50 00
Total amount to be expended in the first instance		$970 00
From which sum after deducting cost of building		300 00
The result		$670 00

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gives the additional amount to be annually provided for the maintenrnce of the school.

The number of children of an age to attend school on the Reserves of the Blackfeet Nation and Sarcees being 1,980, the number available at 10 per cent. for transfer to industrial institutions would be 198. The institution at High River is not sufficiently large to accommodate that number of pupils were it otherwise desirable to place all the children in one institution, which it is not, as both Episcopal and Methodist missionaries, as well as Roman Catholic, have for several years been carrying on mission work on these Reserves, and it would therefore appear advisable to have another industrial school for the training of the more advanced children of adherents of the Protestant bodies whose missionaries are operating on the Reserves.

In the event of this proposition being acted upon, the expenditure for the erection of a building to accommodate 100 pupils would approximately be	$12,000 00
And the cost of clothing, feeding and instructing in trades and for the tuition of 100 pupils, at $120 each per annum, would be	12,000 00
Cost of furniture and equipment, with school materials, say	2,000 00
For repairs, annually, and renewing school material, furniture, &c	1,000 00
For prizes for pupils	800 00
Total expenditure in first instance	$27,800 00
From which, after deducting cost of building and furnishing	14,000 00
The result	$13,800 00

shows the amount to be annually provided for maintenance, and this sum added to the amount above shown to be required for maintenance of day schools, will give the additional sum to be provided annually for day schools on the Blackfeet Reserves and on the Reserves of the Sarcees, and for the proposed industrial institution, viz., $46,760 + $670 + $13,800 = $60,730.

On the Stoney Reserve, which is situated at Morleyville in this district, there are 153 children of an age to attend school and two schools are in operation. The number of children of school age would be sufficient to justify the establishment of two additional schools on this Reserve. The more advanced pupils of the day schools on the Reserve might be admitted to the Protestant industrial institution proposed to be established in the Blackfoot country.

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The teachers of the day schools at present are paid at the rate of $800 each per annum. If the same be increased to $480, the additional amount required will be $180 × 2	$ 360 00
And should two more schools be established, the salaries of the teachers of the same at $480 each per annum will be	960 00
And if residences be provided for the 2 teachers at present employed at say $300 each, the cost will be	600 00
And for schoolhouses and residences for 2 new teachers at $500 each	1,000 00
The expense connected with feeding 158 children at $8 each per annum will be $158 × $8	1,224 00
And with clothing the same number of children, 158 × $10	1,580 00
Cost of furniture and equipment with school material of the 2 new schools, at $100 each	200 00
Cost of prizes for the 4 schools, at $15 each per annum	60 00
Repairs and renewal of equipment of 4 schools, at $50 each par annum	200 00
The total amount to be in the first instance provided will be	$6,184 00
From this sum should be deducted cost of buildings and furnishing	1,800 00
And the result	$4,384 00

will show the additional amount to be annually provided for schools on this Reserve

In the northern part of the District of Alberta, the first Indian agency north of Calgary is that of the Peace or Bear Hills, where we have five Reserves, with children thereon of an age to attend school to the number of 215, distributed as follows:—On Sampson's Reserve, where there is one school in operation, 69 children; Ermineskin's Reserve, 31 children, and no school; Bobtail's Reserve, 25 children, without a school; Louis Bull's Reserve, 34 children and no school; Sharphead's Reserve, 56 children and one school. The number of children on the Reserves of Ermineskin, Bobtail and Louis Bull, where no schools at present exist, is sufficient to justify the establishment of a school on each Reserve, and the number of children (69) on Sampson's Reserve is sufficient to warrant the establishment of an additional school thereon.

The salaries paid the teachers at present employed in this agency averages, as elsewhere, $300 each per annum.

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Should it be decided to increase them to $480, the additional amount required to do so, in the case of the teachers at present employed will be $180 × 2	$ 360 00	
And should 4 new schools be established, the salaries of 4 teachers at $480 each per annum will be	1,920 00	
The cost of building residences for the two teachers now employed will be, at $800 each	600 00	
And the cost of erecting schoolhouses and residences for 4 new teachers at $500 each	2,000 00	
Cost of furnishing and supplying school material to 4 new schools, at $100 each	400 00	
Cost of renewing supply of material and of repairs annually for 6 schools, at $50 each	300 00	
Cost of supplying a mid-day meal for 215 children at $8 each per annum	1,720 00	
Cost of clothing same number, at $10 each per annum	2,150 00	
Cost of prizes for 6 schools, at $15 each per annum	90 00	
	$9,540 00	
Deducting first cost of buildings and furniture	3,000 00	
The result	$6,540 00	

will show the additional amount to be annually provided for maintenance of day schools in this agency.

The adjoining Indian district, known as the Edmonton Agency, embraces 6 Reserves, having 209 children of an age to attend school, viz., on Pass-pass-chase's Reserve 60 children, on Alexander's 39, on Michel's 15, on Alexis' 30, on Enoch's 40, on Ironhead's 15,

On each of the Reserves of Pass-pass-chase, Alexander and Enoch there is a school; on those of Michel, Alexis, and Ironhead there are no schools. On the Reserve of Pass-pass-chase there is a sufficient number of children (60) of school age to warrant the establishment of an additional school.

If this school be established and a school on each of the three Reserves now without any—4 new schools will have to be provided for. And if the salaries of the teachers of the 3 schools now in operation be raised from $300 to $480 each per annum, the additional expenses to be provided for will be:

Increase of $180 to the salary of each of 3 teachers	$ 540 00
4 new teachers, at $480	1,920 00
For residences to be provided for the 3 teachers at present employed at $800 each	900 00

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And 4 new schoolhouses and teachers' residences at $500 each	2,000 00
Furniture and school material for 4 new schools, at $100 each	400 00
For repairs to buildings and renewal of school material annually, at $50 each, for 7 schools.	850 00
Prizes for 7 schools, at $15 each per annum	105 00
Providing mid-day meal for 209 pupils, at $8 each per annum	1,672 00
Providing clothing for same number, at $10 each per annum	2,090 00
Total amount to be in the first instance provided	$9,977 00
From which after deducting first cost of buildings and of furniture	3,300 00
The result	$6,677 00

shows the additional amount to be annually provided for day schools in this agency.

The Saddle Lake Indian Agency comprehends the seven Reserves lying east of the Edmonton Agency, and they contain 250 children of an age to attend school, distributed as follows: On Saddle Lake Reserve 30 children, Muskegawaties 23, Blue Quill's 18, Seenum or Pecan's, 112, Chippewayen's 31, Antoine's 30, Pee-ay-sis' 11. On three of these Reserves, viz., at Saddle Lake, Senum's, Pee-ay-sis', there are schools in operation, on the other four Reserves there are no schools. The large number of children (112) on Seenum's Reserve makes it apparent that 3 schools instead of 1 should be in operation there. If therefore 2 additional schools be established on that Reserve and a school on each of the Reserves at present without any, provision must be made for 6 new schools, and estimating expenses on a similar basis to that recommended to be adopted in other agencies, the following provision will have to be made :—

To increase 3 teachers' salaries from $300 to $480 per annum	$ 540 00
To provide salaries for 6 new teachers, at $480	2,880 00
Residences for 3 teachers, at $300 each	900 00
6 new schoolhouses and teachers' residences, at $500 each	3,000 00
Furniture and school material for 6 new schools, at $100 each	600 00
For repairs to buildings and renewal of school material, at $50 each per annum, for 9 schools	450 00
Prizes for 9 schools, at $15 each per annum	135 00
Providing mid-day meal for 250 pupils, at $8 each per annum	2,000 00

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Providing clothing for the same number, at $10 each per annum	2,500 00
Total amount to be provided in the first instance	$18,005 00
From which after deducting first cost of building and furniture	4,500 00
The result	$8,505 00

will show the additional amount to be annually provided for the maintenance of schools in this Agency.

In the 8 Indian Agencies whose school matters have been last under review the number of school children is 674, which number, allowing at the rate of 10 per cent for attendance at an industrial institution which it has been decided shall be established in the Peace Hills district, would give say 68 children for entry into that establishment. It is to be a Protestant institution—the Roman Catholic Indians of the different Reserves having the benefit of the very excellent school at St. Albert for the industrial training and higher education of their children.

In the Onion Lake Agency there are 7 bands, having Reserves located as follows:—Seecascootch's Band on Onion Lake, Kimoosayo's Band on Beaver Lake, Peemetah-ah-sooe' at Fort Pitt, Wee-nis-ta-coo-se-a-wa-sis' on Stoney Lake, On-ip-ow-hay-oe' on Frog Lake, Pus-ke-ah-ke-we-nino's on Moose Lake, Kee-he-win's on Frog Lake. These Indian bands since the troubles of 1885 have been somewhat disorganized, and consequently they have not remained upon their Reserves; those of them, however, who were disposed to farm removed to the Sekaskootch Reserve, and the residue engaged in hunting. On the latter Reserve there are 70 children of an age to attend school, but there is no school in operation. Two schools might, with advantage, it is thought, be established for the benefit of that number of children.

This, if done, will involve for the salaries of two teachers, at $480 each, an expenditure of	$ 960 00
Two schoolhouses and teachers' residences, at $500 each	1,000 00
Furnishing two schools and supplying material for the same at $100 each	200 00
Providing prizes for two schools, at $15 per annum each	30 00
Renewing school material and for repairs annually, at $50 for each school	100 00
Providing mid-day meal for 70 children, at $8 each per annum	560 00
Clothing same number, at $10 each per annum	700 00
Total amount to be provided in the first instance.	$3,550 00
From which after deducting cost of buildings and of furnishing and equipping schools	1,200 00
The balance	$2,350 00

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shows the amount to be provided annually for the maintenance of two schools on that Reserve.

Some of the pupils when they become sufficiently advanced in their studies might be transferred from the day schools to the industrial school now in operation at Battleford.

Attached to the Indian Agency at Battleford there are seven Reserves, viz., the Stoneys, having 37 children of an age to attend school, Red Pheasant's with 28 children, Sweet Grass having 48 children, Poundmaker's, where there are 36 children, Little Pine's with 35 children, Moosomin's having 15 children and Thunder Child's with 41 children. On each of these Reserves, except Little Pine's, there is a school in operation. The number of children (35) on the Reserve of Little Pine is sufficient to justify the establishment of a school thereon.

The average salary paid teachers in this Agency is the same as that paid elsewhere in the North-West, viz., $300 per annum. And estimating the additional expenditure to be incurred in order to impart greater efficiency to the schools, the following statement will show the provision required to be made:

To increase 6 teachers' salaries from $300 to $480 each, $180×6	$1,080 00
To erect houses for 6 teachers, at $300 each	1,800 00
For salary of 1 new teacher	480 00
New school-house and teacher's residence	500 00
Furnishing and providing material for 1 new school	100 00
To renew school material and for repairs annually for 7 schools, at $50 each	350 00
To provide a mid-day meal for 235 pupils, at $8 each per annum	1,880 00
To provide clothing for same number, at $10 each per annum	2,350 00
To supply prizes for 7 schools, at $15 each per annum	105 00
	$8,645 00
Deducting therefrom the first cost of building and furniture	2,400 00
The result	$6,245 00

shows the additional amount to be annually incurred, in order to maintain the 7 schools of this Agency.

In the Duck Lake Agency there are 18 Reserves, and, so far as known, 857 children of an age to attend school on them, distributed as follows: On the Reserve of Attakakoop, 40; on Mistowasis, 34; Petequaqua's, 10; Beardy's, 34; Okemas', 16; One Arrow's, 18; Wm. Twatt's, 45; John Smith's, 35; James Smith's, 65; Che-keas-ta-pay-sin's (number not known); White Cap's, 15; Kermenootayo's, 45; Kopahawakemun's (number not known).

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On each of the Reserves of Attakakoop, Mistowasis, John Smith and James Smith, a school has been established. On each of the 9 other Reserves there is no school, though with the exception possibly of that of Petequaqua, there is a sufficient number of children of school age to justify the establishment of a school.

Proceeding upon the same basis as in other Agencies, the amount required to increase the salaries of the 4 teachers at present employed from $300 to $480, $180 × 4, will be	$ 720 00
To provide salaries for 9 new teachers, at $480 each per annum, $480 × 9	4,320 00
For residences for 4 teachers at present employed, at $300	1,200 00
To provide 9 new school and teachers' houses, at $500 for each school	4,500 00
To furnish and supply material for 9 new schools, at $100 each	900 00
For repairs and to renew material annually for 13 schools, at $50 each	650 00
For prizes for 13 schools, at $15 each per annum	195 00
To provide a mid-day meal for 357 pupils, at $8 each per annum	2,856 00
To provide clothing for the same number, at $10 each per annum	3,570 00
Total amount to be provided in the first instance,	$18,911 00
From which after deducting first cost of building and furnishing	6,600 00
The result	$12,311 00

shows the additional amount necessary to be provided for the maintenance of schools in this Agency.

In the Pas Indian Agency there are 6 Reserves, with 280 children of an age to attend school, distributed as follows:—At Grand Rapids of the Saskatchewan, 20; Chemewawin, 35; Moose Lake, 30; The Pas, 100; Pas Mountain, 30; Cumberland, 15. There is a school on each of these Reserves, excepting on that at Pas Mountain. On the Reserve at The Pas there are two schools in operation.

Estimating for the schools in this agency, on the same basis as has been done for schools in other agencies, the following statement will show the additional expense involved:—

To increase salaries of teachers at present employed from $300 to $480 each per annum, $180 x 7	$1,260 00
To provide salary for teacher at Pas Mountain	480 00
To provide houses for 7 teachers, at $300 each	2,100 00
And 1 school and teacher's house at Pas Mountain	500 00

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To furnish and equip school at that point	100 00
For repairs and renewal of material annually for 8 schools, at $50 each	400 00
Prizes for 8 schools, at $15 each per annum	120 00
To provide mid-day meal for 280 pupils, at $8 each per annum	1,840 00
To provide clothing for same number, at $10 each per annum	2,800 00
	$9,100 00
From which, after deducting first cost of building and furniture	2,700 00
The result	$6,400 00

shows the additional amount to be annually incurred to maintain the schools of this agency.

BRITISH COLUMBIA.

Indian school matters in this Province are in a very unsatisfactory condition, very few schools being in existence, and those in operation are, for the most part, not conducted in an efficient manner, nor are they kept regularly open. As a consequence of the very small size of many of the Reserves in the Province, and the few families resident thereon, the number of children of an age to attend school on these Reserves is too limited to justify the establishing of schools thereon. If, therefore, the children in Reserves so situated are to receive the benefits of education, the only feasible plan to adopt for the accomplishment of that object will be to group the small Reserves as school districts, and to establish, at central points in them, boarding schools of the primary class, at which the children of school age would be educated.

Commencing with the Cowichan Agency, which embraces the northern portion of Vancouver Island, thirty-seven Reserves are comprised therein, with 480 children old enough to attend school. But, with the exception of the Roman Catholic Mission School, near the Comeakin Village, the Church of England School on Kuper Island, and the Methodist School at Nanaimo, there are no schools in operation in this Agency, with its 37 Reserves and large number of children of school age.

On each of the following Reserves the number of children of an age to attend is sufficient to justify the establishment of a school, viz.: Cher-er-no, where there are 18 children, Songhees 36, Panquechin 14, Tsart-ilp 14, Clem-clem-a-late 20, Quamichan 45, Somenos 18, Lyach-sun 17. The Roman Catholic Mission School at Comeakin draws its pupils from the Reserves of Tsai-out, where there are 8 children of school age, Comeakin 8, Clem-clem-a-lats 20, Klenipsin 8, Koh-si-lath 6, Quamichan 45, Someno 18, Hellet 5 But the aggregate number (118) of children of school age on these Reserves is too many for one school to properly instruct, and it is therefore submitted that, leaving to that institution the instruction of the children from the small Reserves, from which it at present draws some of

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its pupils, and who number together 35, a school might, with advantage, be established at each of the larger Reserves, as previously suggested.

The Church of England School on Kuper Island instructs the children from the Reserves at Ll-mal-che, where there are 4 children of school age, and Pen-e-la-luts, having 40 children.

The Methodist School at Nanaimo draws its pupils from the Reserve near that place, where there are 40 children of school age.

On the residue of the Reserves there are 72 children of an age to attend school, distributed as follows:—At Sooke 7 children, at Esquimault 5, at Malahut 2, at Tse-kaun 9, at Kil-pau-hus none, at Sica-meek 7, at Kue-leets 11, at Tsussie 10, at Sno-no-nus 6, at Qua-li-cum 5, at Pun-ti-ledge 6, at Comox 4, at Ga-li-a-no Island, Mayne Island, Haitch Point and Discovery Island 4. It will be observed that on none of these Reserves would the number of children warrant the establishment of a day school. One or two boarding schools of the primary class should therefore be established at some central point or points, in the selection of which the Indian Agent for the locality should be consulted.

The maximum salary paid teachers of Indian schools in the Province, based upon an annual allowance of $12 *per capita* for an attendance of 25 children, is $300.

Owing, however, to the very small average attendance and the irregular manner in which the schools are kept, the salary usually paid does not exceed $200.

The industries, viz., fishing, seal hunting, and hop-picking, pursued by these Indians, occasion frequent and prolonged terms of absence of the families from their villages; and these methods of obtaining a livelihood are very successful, and it is, therefore, unlikely that the Indians would abandon them for any other, and these absences from the Reserves are, therefore, likely to continue.

It is difficult to suggest what course should be followed under the circumstances described to secure to the children whose names are, or may yet be, placed on the rolls of the day schools continuous instruction. The Indian heads of families who engage in fishing and seal hunting could scarcely be persuaded to leave their wives and children at home. The objection would probably be raised by the Indians, and which, it must be admitted, would be a proper one, that if their boys did not accompany them in their fishing and sealing expeditions they would fail to acquire a knowledge of industries so essential for their maintenance in the future. The women also obtain employment at the canneries in the cleaning and curing of fish, and their earnings are, therefore, also a considerable item in the family income.

The amount of remuneration paid to the teachers should, it is considered, be a fixed sum, and the amount of salary proposed to be paid teachers in other portions of the Dominion will not, it is thought, when the expense of living in this Province is taken into account, be regarded as excessive compensation notwithstanding that, as a consequence of the long absences

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of families from the villages, the schools may be closed for a considerable portion of the year. With a view to induce the children to attend school regularly when they are at home, prizes for regularity of attendance and for assiduity should be given those meriting the same. Residences for the teachers should also be erected, and a mid-day meal should be provided for the pupils. But owing to the long terms of absence of the children from the villages it is probable that no more than a supply of provisions for 8 months will be required. It is not thought that it will be necessary to provide clothing for the children attending day school in this Province as their parents are well enough off to clothe them.

The expense involved as respects schools in the Cowichan Agency will therefore be as follows :—

Salaries of 11 teachers, at $480 each per annum	$5,280 00
8 new schools and teachers' houses, at $500 each	4,000 00
Furnishing and supplying material for 8 schools, at $100 each	800 00
Repairs and renewing supply of material annually, at $50 each for 11 schools	550 00
Prizes for 11 schools, at $80 each	880 00
Residences for teachers of 8 schools already established, at $800 each	900 00
Supplying mid-day meal for 845 pupils for 8 months, at $5.32 each	1,885 40
Total expenditure in the first instance	$18,695 36
From which, after deducting first cost of buildings and furnishing schools	5,700 00
The result	$7,995 36

gives the total annual expense to be incurred for day schools in this agency.

And if a central boarding school of the primary class be established as suggested, for the children of the smaller Reserves, who, as before stated, number in the aggregate 95—the cost of such an establishment will be as follows :—

Cost of building	$4,000 00
Cost of furniture and school material	1,000 00
Cost of maintenance and tuition of 95 children, at $100 each per annum	9,500 00
Cost of repairs and renewing material annually	200 00
Total first cost	$14,700 00
And deducting cost of building and furniture	5,200 00
The result	$9,500 00

shows the amount to be provided annually for the maintenance of the institution. And that sum, $9,500 + $7,955, = $17,455, will represent

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the amount to be annually provided for the education of the Indian children of the Cowichan Agency.

The West Coast Agency of Vancouver Island comprises 18 Reserves, with 618 children of an age to attend school, but, with the exception of the 8 schools conducted under the auspices of the Roman Catholic Church at Kyuhaht, where there are 75 children of school age, Hesquiaht, where there are 46, and Ah-hon-saht, where there are 50, there are no schools in the agency; although on each of the Reserves, excepting 4, there is a sufficient number of children to justify the establishment of a school. Besides those on the 4 Reserves on which schools have been already established, there are children of an age to attend school on each of the following Reserves, and of the number stated after each:—Chai-cu-les-aht, 28; Nooch-aht-i-laht and Eh-ah-ti-saht, 60; Moo-sch-aht, 44; Match-it-laht, 14; Kel-se-maht, 30; Cla-o-quaht, 50; E-weh-nilh-caht, 49; Too-qu-aht, 7; Ou-aht, 40; Ow-chuh-lis-saht, 10; Tseshaht and O-pitch-e-saht, 50; Nil-te-naht, 50; I'a-che-e-naht, 10.

The methods followed by these Indians to obtain a livelihood are about the same as those of the Cowichan Bands. Consequently school matters in this Agency should be dealt with in a similar manner; and the expenses may therefore be similarly calculated—that is to say:—

Salaries of 14 teachers, at $480 each	$6,720 00
Eleven new schoolhouses and teachers' residences at $500 each	5,500 00
Furniture and material for 11 new schools, at $100 each	1,100 00
Repairs and renewing supply of material annually, at $50 each for 14 schools	700 00
Prizes for 14 schools at, $30 each	420 00
Residences for teachers of 3 schools already established, at $300 each	900 00
Supplying mid-day meal for 572 children for eight months, at $5.32 *per capita*	8,048 04
Total expenditure in first instance	$18,388 04
From which after deducting first cost of buildings and furniture	7,500 00
The result	$10,888 04

shows the total amount to be annually provided for the maintenance of day schools in the West Coast Agency. If a central boarding school of the primary class be established for the children of the smaller Reserves, who number 41, the expense connected therewith will probably consist of the following items:

Cost of building	$ 2,500 00
Cost of furniture and school material	750 00

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Maintenance and tuition of 41 children, at $100 each per annum	4,100 00
Repairs and renewing material annually	185 00
Total first cost	$7,485 00
Deducting cost of building and furniture	3,250 00
The balance	$4,285 00

shows the amount to be annually provided for the maintenance of the institution and that sum, $4,285 + $10,833.04, = $15,118.04, represents the amount to be provided annually for the maintenance of day schools and of a primary boarding school in this agency

Parliament at its last Session voted an appropriation for the establishment of an Industrial Indian School on Vancouver Island, it was only calculated for the maintenance and instruction in industries of 25 children, and as a commencement it will probably be sufficient but it will be readily seen from the number of children of an age to attend school in the two agencies into which the Island has been divided, and the school affairs whereof have just been under discussion, that accommodation will be required for a much larger number of pupils; the aggregate number of children of school age in the two agencies being 958, the proportion at 10 per cent. which should be admissible to the higher school would give in round numbers 96 pupils, for whom provision should be made.

The expense involved in the same would therefore be :—

Cost of building, supplying school material and furnishing the same	$ 10,000 00
Maintenance, clothing, lodging, tuition and instruction in industries of 96 children, at $120 each per annum	11,520 00
Repairs and renewal of material annually	1,000 00
Total	$22,520 00
Deducting therefrom the first cost of building and furnishing	11,000 00
And the result	$11,520 00

will show the amount to be annually provided for the maintenance of the establishment and that sum, $11,520 + $24,200, being cost of maintaining day and primary boarding schools in the Cowichan Agency + $15,118.04, being cost of a similar service in the West Coast Agency will show the whole amount, $50,838.04, to be provided annually for the education and industrial training of the Indian children of Vancouver Island.

The Kwaw-kewlth Agency embraces all the bands and Reserves on the south coast of the mainland, and contains 338 children of school age, distributed among the 25 Reserves in the agency in the following manner : At Ah-wah-koos 7, Ah-kwaw-ah-mish 14, Ah-wah-ut-tla-is 11, K e o-pe-e-no

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8, Ko-se-ke-moe 18, Klah-wit-sis 18, Klas-ki-ne 8, Kwawt-se-ni 8, Kwaw-she-lah 10, Kwaw-waw-i-nuck 18, Kwaw-kewlth 7, Ke-ah-kah 6, Ke-ah-kah (Lench-kosil-tack) 10, Kwick-so-te-no 14, Mah-tewlth-pe 7, Mah-wa-lil-le-kullah 19, Na-knock-to 18, Nim-kush 24, Noo-we-tee 21, Tah-noch-tench 18, Tsah-waw-ti-neuch 22, Waw-lis-kwaw-Kewlth 10, Waw-letsum 15, Wee-wai-ai-kum 15, We-wai-ai-kai 32.

The morals of these Indians are so depraved that in the opinion of the undersigned the only course to pursue, if their children are to be rescued from the path of infamy on which their wretched parents set them as soon as they arrive at years of maturity, will be to establish central boarding schools and to endeavor to induce the parents to allow their children, as soon as they are of an age to attend school, to be lodged thereat, educated, clothed and fed. The expense will be heavy—but to establish day schools in such a community would be worse than useless, as the female children are used by their parents, so soon as they arrive at puberty, for purposes of traffic of the worst description, and the boys by the terrible example set them by their parents—which it may be stated is the rule and not the exception with these Indians—would become as depraved as themselves, notwithstanding all the instructions given them at a day school. If the proposition to establish boarding schools is approved of, the approximate expenses involved will be as follows:—

Building, supplying with school material and furniture, 8 boarding schools for 111 children at each, 333 in all	$30,000 00
For maintenance, including clothing and tuition of 333 children, at $120 each per annum	39,960 00
For renewal of furniture and school material for each school at $300 each per annum	2,400 00
Total of first expenditure	$72,360 00
Deducting therefrom first cost of building and furnishing	30,000 00
The result	$42,360 00

will represent the amount to be annually provided for education in the Agency.

Should it, however, be considered advisable to establish day schools in this Agency notwithstanding the representations made respecting the morals of the people, each of the following Reserves would appear to have a sufficient number of children of an age to attend school. Ah-kwah-ah-mish, 14 children; Ke-se-ke-noe, 18; Klah-wit-sis, 18; Kwaw-waw-i-mich, 18; Kwick-so-te-no, 14; Mah-wa-lil-le-kul-lah, 19; Na-knock-to, 18; Noo-we-tee, 21; Ta-nock-teuch, 18; Tsah-waw-ti-nench, 22; Waw-let-sum, 15; We-wai-ai-kum, 15; We-wai-ai-kai, 32.

At Nim-cush, where there are 24 children of school age, at We-wai-ai-kai, where there are 32, and at Kwaw-kewlth, where there are only 7, schools have been established by the Church Missionary Society. At the last named point a schoolhouse has been recently built.

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The number of children of school age, on the Reserves above named, having on each a sufficient number of children of school age, but on which no schools have, as yet, been established, is 200, and on the 8 Reserves where schools exist, 68, making 268 children of an age to attend school. And the number of schools to be established, allowing one for each Reserve, would be 12. The expenditure involved would therefore be as follows :—

Salaries of 15 teachers at $480 each	$7,200 00
12 new schoolhouses and teachers' residences, at $500 each	6,000 00
8 teachers' residences, at $800 each, in connection with schools already established	900 00
Furniture and school material for 12 new schools, at $100 each	1,200 00
For repairs and renewal of material for 15 schools, at $50 each per annum	750 00
Prizes, 15 schools, at $30 each per annum	450 00
Supplying mid-day meal for 268 children for 8 months, at $5.82 each	1,899 16
Total sum to be provided in the first instance	$15,019 16
After deducting first cost of building and furniture	8,100 00
The result	$6,919 16

shows the amount to be annually provided if day schools are established.

The children of school age on the smaller Reserves number 77, and if a central boarding school of the primary class be established for the education of these children, the following expenditure will have to be incurred :—

Cost of building	$5,000 00
Cost of furniture and school apparatus	1,000 00
Maintenance and tuition of 70 children, at $100 each per annum	7,000 00
Cost of repairs and of renewal of school materials annually	270 00
The total sum to be provided will be	$13,270 00
From which, after deducting first cost of building and furniture	6,000 00
The result	$7,270 00

will show the amount to be annually provided to keep the institution in operation, and that sum, $7,270 + $6,919.16 = $14,189, represents the cost of education in the Kwaw-kewlth Agency, should day schools and a primary boarding school be established.

In the New Westminster Agency there are 50 Reserves, having on them 464 children of an age to attend school. On each of the following the number of children of an age to attend school would appear to be

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sufficient to justify the establishment of a school thereon.—Mission Burrard Islet, where there are 30 children of school age, Skwawmish, Howe Sound, having 30 children of school age, False Creek 12, Musqueam 16, Sarassen 18, Semi-ha-mo 18, Langley 14, Che-he-les 14, Pemberton Meadows 12, Che-am 14, Yale 18, See-helt 20, Sli-a-mon 22, New Westminster 14. The aggregate number of children of an age to attend school on these Reserves is 242.

On each of the following reserves the number of children of an age to attend school is too small to warrant one being established: Seymour Creek, where there are only 2 children; Capatano Creek, 8 children; No. 3 Reserve, Burrard Inlet, 7; Coymittam, 4; Ke-it-sey, 10; Whenack, 8; Mats-qui, 8; Sumas, No. 1, reserve 7; Sumas, No. 2, 8; Sumas, No. 3, 6; Ne-cam-en, 4; Syn-can, 4; Harrison River Mouth, 9; Douglas Lake, 10; E-mal-com, 8; Skuk-rum-chuck, 9; Skul-teen, 7; Sy-nah, 8; Sy-ne-hal-lo, 4; Hoyn-o-put, 4; Assylets, 5; Skuay, 4; Skaw-kale, 5; Zach-y-you, 6; Toylee, 5; Popcum, 2; Sy-nat-lete 5; Show-al-le, 6; O-ha-mille, 9; Hope, 11; En-a-woose, 8; Texas Lake, 6; Ruby Creek, 4; Trap-al-y-er Flat, 4; Cla-hoose, 8; Wadington Harbor, 4. The agregate number of children on these reserves is 222. Should it be decided to establish day schools on each of the 14 Reserves above enumerated having a sufficient number of children of school age on it, the following expenditure will have to be incurred:

For salaries of 14 teachers, at $480 each	$6,720 00
14 new scholhoouses and teachers' residences, at $500 each	7,000 00
Furniture and school material for 14 schools, at $100 each	1,400 00
Repairs and renewal of material annually for 14 schools, at $50 each	700 00
Prizes for 14 schools at $30 each per annum	420 00
Supplying mid-day meal to 242 children for 8 months, at $5.32 each	1,287 44
Total amount to be provided	$17,527 44
From which, after deducting first cost of buildings and furniture	8,400 00
The balance	$9,127 44

will show the amount to be annually provided for the maintenance of day schools in this agency. And should central boarding schools of the primary class be established for the education of the children on the 36 smaller reserves the number of children on each of which is not sufficient to justify the establishment of a day school, two at least of such boarding schools would be required, the number of children so situated being 222.

Allowing one-half of that number to each establishment the expenditure on account of the same would be:—

Buildings, school material and furniture for 2 boarding schools with 111 pupils at each, 222 in all	$20,000 00

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Maintenance, including board, clothing and tuition of 222 children, at $120 each per annum	26,640 00
Renewing furniture and school material and for repairs for each school, at $800 each per annum	1,600 00
Total of first expenditure	$48,240 00
And deducting first cost of building and furniture	20,000 00
And the balance	$28,240 00

shows the amount to be annually provided for the maintenance of the two establishments, and this sum, $28,240+$9,127.44 = $37,367.44, represents the full amount of the cost of educating the children of this agency.

The Kamloops and Okanagan Agencies consist of 16 Reserves, having 252 children of an age to attend school on them, distributed as follows:— On the Reserve at Hal-a-ut, 29 children; at Haltkum, 30; at Ku-a-ut, 15; at Chu-chu-way-ha, 10; at Ke-re-me-us, 12; at Na-a-ih, 30; at N-kam-ins, 6; at N-kam-ap-lix, 25; at N-yis-kat, 4; at Pen-tic-ton, 23; at Quin-sha-a-tin, 5; at Quis-han-aht, 9; Shen-nos-quan-kin, 10; Ap-a-ha-min, 33; A-pal-lam-cheen, 10; Yoht, 1.

From the foregoing enumeration it will be observed that only on five out of sixteen Reserves is there a sufficient number of children of school age on each to justify the establishment of a school, viz., at Na-a-ik, where there are 30, Ke-re-me-us, 12; N-kam-ap-lix, 25 · Pen-tic-ton, 23; Ap-a-ha-min, 33. The total number of children of school age on these 5 Reserves is 123. The expenditure for day schools will therefore be as follows:—

For salaries of five teachers, at $480 each per annum	$2,400 00
Five new schoolhouses and teachers' residences, at $500 each	2,500 00
Furniture and school material for 5 schools, at $100 each	500 00
Repairs and renewal of material annually for 5 schools, at $50 each	250 00
Prizes for 5 schools, at $30 each per annum	150 00
Mid-day meal for 123 pupils for 8 months, at $5.32 each	654 36
Total amount to be provided in first instance	$6,454 36
And deducting therefrom first cost of building and furniture	3,000 00
The balance	$3,454 36

will be the sum annually required for the maintenance of day schools on those five Reserves.

The number of children of school age on the smaller Reserves is 129 in the aggregate, and as on none of these Reserves is there a sufficient number to justify the establishment of a day school two central boarding schools of the primary class wherest these children may be educated should be established. The expense connectedt herewith will be approximately as follows:—

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Buildings, school material and furniture for 2 institutions with 65 pupils at each, 130 in all	$12,000 00
Maintenance, including board, clothing and tuition of 130 children, at $120 each per annum	15,600 00
Renewing school material and furniture, and for repairs annually, $800 for each school	1,600 00
Total of first expenditure	$29,200 00
And deducting therefrom first cost of building and furniture	12,000 00
The balance	$17,200 00

shows the amount to be annually provided for the support of the institutions; and this sum $17,200 + $8,454 36 = $20,654.36, give the whole cost of education in the two agencies.

In the Williams' Lake or Lillooet Indian Agency there are 28 Reserves, with 192 children of an age to attend school, distributed as follows:—6 at Alexandria, 10 at Quesnelle, 8 at Soda Creek, 11 at Williams Lake, 40 at Alkali Lake, 2 at Dog Creek. 17 at Canoe Creek, 5 at Clinton, 6 at Pavillion, 18 at Fountain, 8 at Bridge River, 8 at Lillooet, 6 at Cayoosh, 4 at Posh-il-qua, 0 at Chenook, 8 at Col-o-hu-pa, 1 at Elias (Seaton Lake), 8 at Mission (Seaton Lake), 5 at head of Seaton Lake, 6 at head of Anderson Lake, 5 at foot of Anderson Lake, 5 at High Bar, 10 among the Chilcotin bands.

This enumeration shows that only 8 Reserves in the agency possess a sufficient number of children of school age on each to justify the establishment thereon of a dayschool, viz., at Alkali Lake, where there are 40 children; Canoe Creek, 17; and Fountain, 18. The expenditure for day schools will therefore be as follows:—

For 8 schools and teachers' houses at $500	$1,500 00
For furniture and school material for 8 schools, at $100 each	800 00
For renewal of supply of school material and for repairs annually, at $50 for each school	150 00
Prizes annually for 8 schools, at $80 each	90 00
Salaries of 8 teachers, at $480 each per annum	1,440 00
Mid-day meal for 75 children for 8 months, at $5.32 each	899 00
Total first cost to be provided	$8,879 00
Deducting therefrom cost of building and furniture	1,800 00
The balance	$2,079 00

shows the amount to be provided annually for the maintenance of day-schools in this agency. And if for the education of the 117 children on the smaller reserves 2 central boarding schools are established, the expenditure to be incurred will be as follows:—

For buildings, school material and furniture for 2 institutions with 59 pupils at each, 117 in all.	$11,000 00

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Maintenance, including board, clothing and tuition of 117 children, at $120 each per annum	14,040 00
Renewal annually of furniture and school material and for repairs, $800 for each school	1,600 00
Total amount to be provided in the first instance	$26,640 00
Deducting first cost of building and furniture	11,000 00
The balance	$15,640 00

represents the amount to be annually provided for the maintenance of the two institutions, and this sum, $15,640+$2,079=$17,719, will be the sum annually required for the education of the children of the Williams' Lake Agency.

The North-West Coast Agency, which extends to the southern limit of Alaska—and includes the Queen Charlotte Islands to the south, Port Simpson, Metlakahtla, the Nass and Skeena Rivers to the north—owing to certain untoward circumstances has not as yet been for a sufficiently long time under any one Agent to admit of correct statistics as to the number of children of school age being obtained, but the number must be large, and at Metlakahtla, Lakalsap on Nass River, and at Port Simpson schools are in operation.

The same system as that proposed for the other Indian agencies of the Provinces should be established in this Agency, so soon as correct statistics shall have been obtained, viz: The inauguration on Reserves having a sufficient number of children of an age to attend school of day schools, and for the children of smaller Reserves a central boarding school of the primary class.

An industrial institution might also with great advantage be established in this Agency.

Recapitulation.

Additional cost to be incurred in the first place:—	
Ontario	$178,128 00
Quebec	49,059 00
Nova Scotia	32,975 00
New Brunswick	27,017 00
Prince Edward Island	1,921 00
Manitoba and Keewatin	100,582 00
North-West Territories	270,952 00
British Columbia	287,186 52
Total	$892,620 52

Additional amounts to be provided annually:—	
Ontario	$120,828 00
Quebec	32,359 00
Nova Scotia	20,425 00
New Brunswick	16,917 00
Prince Edward Island	1,561 00

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Manitoba and Keewatin	60,582 00
North-West Territories	158,862 00
British Columbia	184,022 60
Total	$545,206 60

The above figures show that a very large increased expenditure will require to be incurred, should effect be given to the suggestions contained in this report. It is, however, submitted that the results to be attained are beyond in importance mere monetary considerations, for therein lies the solution of the Indian question.

But even from an economic point of view it is apparent that the expenditure incurred in educating and training the children would be a good investment and that it would be repaid to the country with compound interest by the conversion of the descendants of a people, a large number of whom are at the present time a source of expense, into profitable citizens, who, instead of being supported from the revenue of the country as their people are at present, would contribute largely to the same.

Give me the children and you may have their parents, or words to that effect, were uttered by a zealous divine in his anxiety to add to the number of those whom his Church called her children. And the principle laid down by that astute reasoner is an excellent one on which to act in working out that most difficult problem—the intellectual emancipation of the Indian, and its natural sequel, his elevation to a status equal to that of his white brother. This can only be done through education of the children. Nor must its full accomplishment, even with that important lever zealously applied, be looked for in one generation, nor in two, nor even in three generations, though vast strides in each of those epochs towards the desired end will doubtless be made. Only by a persistent continuance in a thoroughly systematic course of *educating* (using the word in its *fullest* and most *practical* sense) the children, will the final hoped and long striven for result be attained, but that it will, ultimately, with God's blessing on the efforts made to effect the same, be accomplished, does not, in the opinion of the undersigned, admit a doubt.

That the country owes it to the poor Indian to give him all that will afford him an equal chance of success in life with his white brother, by whom he has been supplanted (to use no stronger expression) in his possessions, goes without saying, and the gift for which we pray on his behalf, with a view to the discharge of this just debt, is the education of his children in such a way as will put beyond question their success in after life.

All respectfully submitted.

L. VANKOUGHNET,

Deputy Superintendent General of Indian Affairs.

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CORRECTION

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General View

In considering the question of what remains yet to be done to perfect the system, there are, it appears to the undersigned, three points which require special consideration, viz., the character of the tuition at present afforded Indian children and how it can be improved; the matter of the attendance of the pupils; and the best method to adopt in order to secure to the pupils in after life the greatest possible benefit as the result of the education afforded them.

Walter Scott

Thinks the Scheme a very good one.

Rev J. B. Fraser, Leith, Ont, says:

"With the co-operation of all the Christian Churches" the problem of educating the Indians should be solved in 15 or 20 years, but moral development is essential to success.

Bishop Grandin —

He is convinced, he says, that the plan was "seriously conscientiously" conceived, but he insists that all schools should be denominational and he thinks "it difficult to give general rules for Indian Schools of different nations"

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The Bishop of Rupert's Land (Eng. Ch.)
Expresses his deep
sympathy with the whole scheme,
his sense of the absolute necessity
of a great part of it, & his hope
that it may gradually be
accepted & brought into
operation.

Rev. John McLean, M.A., Alberta,
Strongly approves of the
Report," with a few exceptions:

Rev. W.W. Shepherd, Principal
Mount Elgin Industrial Institute,
Does "pleased with
"the proposal to so greatly
"improve the educational work
"among the Indians:

Rev. Wm A. Burman, B.D., Griswold, man.,
Thoroughly concurs in
the General principles, & thinks
that "such a policy" will
result "in untold good to
the Indians"

Rev. Alfred J. Hall, Alert Bay, B.C.,
Thinks the writer of the Report has
"thoroughly entered into the need of
our Indian Children"

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The Bishop of Algoma -
Thinks the suggested
improvements would very
largely add to the efficiency
of the schools.
Rev. E. F. Wilson says:
"On the whole I
entirely approve of &
endorse your proposals"
Rev R. Ashton
Suggests "that a
"visit to the Board Schools"
of the Six Nations" or a
"conference with the
"managers of Indian Schools
"would greatly aid .. in
"working out the object ..
"in view"
Bishop Whipple, Minnesota
Thinks the Report
evinces a desire to grapple
earnestly with the work
Rev. J. A. Gilfallan, Minnesota.
Thinks the scheme
"comprehensive & admirable

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Hon John Schultz -

Considers "the present
"effort as the dawning of a
"better day"

He deals in a general
way with the whole Indian
Question, & in his opinion
what is required for the
betterment of the Indians is:

1st "More liberal payments...
"for a term of years instead
"of for life"

2nd "Instead of money annuities
"... indispensible articles...,
"agricultural implements, cattle

3rd "The payment of native
"Farm Instructors", as
Indians not knowing English
or French cannot "fully benefit
"by teachings of Farm Instructors"

4th "160 acres to each
"individual instead of 160
"to each family"

5th "Reservations to be
"situated near some well known
"fishing ground & so far —

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"removed from centres of
"white population or much
"travelled highway as
"possible"

6th "Ample instructions
"in our language."

7th The reservation for
Indian
"school purposes of
"one section (640 acres) out
"of each surveyed Township,
"as in the case of school
"lands"... for if 1/8th of all
lands are reserved for the
"schools of the coming
"race, why not reserve
"... 1/36th for the school purposes
"of those who were lately
"its owners"

Professor Woods.

Thinks that, if one or two Government Inspectors-men thoroughly conversant with school matters-were appointed to visit all the Agencies "so as to "get a thorough understanding

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"of the whole subject; they
"would prove of invaluable
"assistance in rounding
"up the plans" sketched
in the report; and he adds
"If a good man who
"understood English & the
"teaching of it and one who
"understood French & the
"teaching of it were at
"once appointed, they would
"mature plans in a year
"to overcome most, if not
"all, the difficulties...
"indicated"

W. H. Lomas, Indian Agent, Quamichan, B.C.
thinks it is
necessary to inaugurate a
system of education different
from the present.

J. C. Phipps, Indian Supt, Manitowaning, says:
"It would be difficult
"for any one taking an interest
'in the improvement of the
'condition of the Indians to fail
"to approve" of "the general scope

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"and teacher" of the Report.

Archie E. Dewdney -

Thinks the extension of the Indian School System should not be "forced"; and he prefers Primary Boarding Schools to Day Schools.

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Teachers' Salaries & Residences.

Present Condition

As respects the first point, it has been felt and it is generally acknowledged to be the fact, that owing to the very small salaries offered teachers of Indian day schools, it is impossible to secure the services of competent and desirable persons for those positions. The highest salary paid to teachers of such institutions is $350 per annum; and the average salary $240 per annum. This, it must be admitted, is altogether inadequate compensation for even a partially educated or ordinarily competent teacher. But this is not by any means the only disadvantage under which teachers of Indian day schools labor. As a rule, there is no residence for the teacher attached to the school. The teachers have consequently either to reside in the schoolhouses and provide for themselves, which is, obviously, very objectionable for several reasons, to go long distances to their lodgings, or to put up with very uncomfortable lodging and indifferent board at Indian houses.

Teachers of Indian schools and their families, if they have any, labor under the very serious disadvantage of being debarred of all these privileges, not the least among which is the society of white people, being obliged to associate wholly with Indians, as the reserves are generally situated at considerable distance from white settlements.

Teachers, therefore, should be made as comfortable in their surroundings as the Department can reasonably make them under these very untoward circumstances.

Suggested Improvements

The undersigned begs to offer the opinion that not less than double the amount of the average salary now paid the teachers of Indian day schools should be provided by Parliament, and that the Government should charge itself with the responsibility of supplying proper accommodation for the teacher (and, if married, for his family) in the vicinity of the school. It is desirable, in the case of day schools, that the schoolhouse and the teacher's residence should not be in one building; but that the latter should be within easy distance of the former.

It would, perhaps, be well to not give the maximum of salary, viz., $480, at once to a teacher, but to have a scale of salaries, commencing with $350, to be increased as attendance at the school increases, allowing so much per head for the number in attendance over a certain percentage of the possible attendance; also to make the teacher an allowance for each pupil who passes the qualifying examination in his or her class for admittance to an Industrial Institution.

Were these modifications adopted, the Department would have no trouble in securing the services of competent and desirable persons as teachers of Indian schools. At present it has very often to put up with teachers who, while they may hold certificates of competency, are, for other reasons not desirable appointees; as to take an Indian school, except in the case of persons actuated by a missionary spirit, must be under the disadvantageous circumstances at present connected with the position the *dernier resort* of a teacher, and anyone doing so has generally the suspicion attached to him that he or she had not been a success as a teacher of a public school or it would not have been abandoned, considering the superior advantages enjoyed in connection therewith as regards emolument, the advantages of society for themselves and families, house accommodation and the ordinary luxuries of life.

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Father Lacombe -

Concurs in suggestions and thinks, if they be carried out, there will be no difficulty in securing good teachers. He suggests that the scale of salaries begin with $400.-

Rev. J. B. Fraser, Leith, Ont.

Concurs in suggestions and suggests that teachers be, as far as possible, appointed on the recommendation of some missionary society, and they all shewed, he says, be actuated by a missionary spirit

Bishop Grandin says:

Teachers, unless with a missionary or superior, should be married, & married or unmarried $300- is not sufficient salary. He agrees as to the disadvantages incident to the position of Teacher among the Indians, and as to

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the necessity of paying them better & providing them with accommodation. The teachers house should, he says, be separated from, yet not far away from the school.

The Bishop of Rupert's Land thinks that in order to secure properly qualified teachers it will be necessary to make the minimum salary $500, & on the appointment of a teacher to advance a quarter's salary & pay his expenses to the Reserve, & afterwards pay his salary "punctually every quarter "independently of any returns "or reports - (incompetence must "be dealt with otherwise)"; to improve the school buildings so as to make them warm, comfortable & healthy, & to supply them with proper fittings & adequate school material

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Rev. J. McLean | His Lordship approved of the Suggestion as to providing a "residence or decent lodging" for the teacher.

Rev John McLean, M.A. Says:

Salaries | "$480 is not sufficient to secure good teachers; salaries should be paid not "on attendance" only, but should "include progress in "study"; "$480 should be given "on attendance + from $100 "$150 on Inspector's Report"

Fuel | The procuring of fuel, he says, "very often devolves on "the teacher & missionary: it "should be supplied by the "Indian Dept's"

Rev Wm A. Burman, B.D.

Agrees as to the necessity of paying teachers higher salaries. Teachers, he says "should be properly certificated "by the proper Board of Education" & in such cases "should receive "for ten months work at least

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"$400-. To this shoud be
"added a bonus for excess of
"attendance over the average
"together with a fixed grant
"for every child who passes
"successfully an Examination
"in 4th Standard work", as is
done in the Provincial Schools
of Manitoba. The bonuses,
he says, should not be allowed
to exceed $100- in one year

The furnishing of
accommodation for teachers
is, he says, a necessity; but
he fears that the estimated
cost of erecting dwelling houses
for teachers is far too low.
"Wherever a garden is practicable,
"he says, "an acre should be
"set apart & fenced for the use
"of the teacher & scholars" &
"to avoid contention it should
"be clearly understood by all
"concerned that the teacher is
"entitled to hay & grazing
"privileges for two horses".

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KODAK SAFETY ▲ FILM

a lie has learned from experience that such matters cannot be too carefully arranged.

The Bishop of Algoma says Teachers should receive "fairly remunerative salaries" & be provided with "adequate accommodation either beside or near the School".

The Bishop of Saskatchewan thinks "it would be advantageous" to have the teachers residences in same building as the School.

He suggests that teachers of English Church Schools be paid, "through one Agent," a uniform Salary of $400 per. an. & "that the Government saved by giving this sum instead of $480.. be paid each year to Emmanuel College. (see page 54)

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Bishop Whipple, Minnesota,
"Permanence in the
"relation of teachers is a
"necessity," he says, "and you
"cannot keep your teachers
"unless they are made
"comfortable"

Rev J.A. Gilfillan.
Concurs as to increasing
the salaries of teachers &
supplying them with proper
accommodation

Hon. John Schultz
Concurs as to the
necessity of paying teachers
better & of providing them
with proper accommodation.
"The missionary spirit," he
says "cannot be counted upon."
He doubts whether "really
"good married teachers"
can be got "under $450.- per. an."
and "other conditions being
"equal they should be
"married men."

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Professor Wood

Thinks the providing of accommodation for teachers and the increasing of their salaries good ideas.

Teachers should not, he says, receive $480. at first. "They ought to receive to start with $300., which should be increased by "$50. per an. for each year "of actual service until "say $700. was reached"

Indian Agent Lomas

Thinks the suggestions as to improving the condition of teachers "very good", particularly the suggestion that they be given an allowance for each pupil who passes the examination for entrance into Industrial Schools.

Indian Supt Phipps says:

"With increased salaries "and free dwelling houses provided

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"the position of teacher will be
"more eagerly sought after & by
"a superior class"

"Highly certificated teachers"
in this province, are not
required for "primary or day
schools", as the children,
when a certain standard is
reached, "can be removed to
"Industrial Schools"

"The suggestion as to
"a "Scale of Salaries", he says,
"is undoubtedly a good one."

Hon G. E. Dewdney

Recommends the
"payment of $400. for an
"average attendance of 12 pupils
"& a capitation grant for each
"unit of attendance over such
"percentage of the number of
"children of School age upon
"the Reserve, as the Commissioner
"may determine, up to a limit
"to be also determined by the
"Commissioner; and that the
"Commissioner be the Judge

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"of the circumstances that
"dictate the advisability of
"withholding part of a teacher's
"salary in closing a school."

He endorses the suggestion as to providing proper accommodation for teachers in the N.W.T. Speaking, he says, the condition of teachers should be improved if good ones are desired.

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Attendance of Pupils.

Causes of Irregular Attendance

With regard to the second point, viz., the ensuring of better attendance at the day schools, it is well known that, as a rule, Indian children are extremely irregular in their attendance

This arises from several causes, chief among which may be stated the indifference of the parents in the matter of the education of their children and the absence of the exercise by the parents of proper authority over them to compel attendance. But there are other causes which occasion failure in this respect, such as the want of sufficient clothing during the inclement seasons of the year, also the distances from the school at which some of the Indian families reside, rendering it very often impossible for many of the children in the winter season or on wet autumn or spring days to attend. Then there is the difficulty connected with the children being fed while attending school, *e g*, a child residing a considerable distance—say 3 or 4 miles—from the school, leaves its home, say, at 8 a.m., to attend school, and, with the well known improvidence of Indians, no luncheon or dinner has been prepared by its parents for the child to take with it. As a consequence the child remains fasting, if it stays the day through, and after repeating this process a few times it becomes discouraged and ceases to attend. Again if the child should return to its home at dinner time, in the generality of cases there is no dinner ready, or if in exceptional instances such should be the case, the child after eating its meal can scarcely be back at school in time for the afternoon session. Moreover, even in the case of children who have not these drawbacks of long distances and the want of proper clothing or food to hinder constant attendance, it is most difficult to induce them to attend regularly. The Department has hitherto found itself unable to offer inducements for such regular attendance by presenting prizes as rewards for the same owing to the inadequate means at its command, which are insufficient even for the remunerative payment of teachers and the proper equipment of the schools, repairs to school buildings, &c, &c. It would, however, cost but very little more to provide prizes for presentation to pupils who by punctual attendance and application to their studies should merit the same. In addition to these inducements, the further one of a meal at mid-day should be offered the pupils; for under even the most favorable circumstances in Indian families, it is not always possible for the children to obtain sufficient food. The meal at the school might consist of a plate of oatmeal porridge with syrup and a couple of biscuits. Such food would be economical, nourishing and the material could be easily provided and prepared and served without much trouble.

Remedies Suggested.—Prize & meal.

Clothing

As regards clothing, the undersigned would favor the adoption of a regular uniform for the children attending day schools, to be provided in the first instance by the Department but to be charged with the consent of the Indian parents, in the case of bands having invested funds at their credit or drawing annuity, to the share of interest or annuity payable to the child until the amount advanced is repaid to the Department. There is no doubt that arrangements could be made with a clothing house to provide a cheap, warm uniform for winter and a suitable one for summer use at very reasonable rates.

More Schools

As before stated, the distance at which Indian families live from the school being often a serious hindrance to the regular attendance of the children, to remedy this the undersigned is of opinion that no school should be further distant than two miles from the home of each child; and in the case of large Reserves where there is a sufficient number of children of school age to justify it, as many schools as would be sufficient to meet the requirements of the band should be established, estimating the attendance

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MEMORANDUM

To the Dep^y Minister — Department of Indian Affairs,

Ottawa, 19th March 1887

From what I have been able to gather in the way of information on the subject of a Midday Meal for Indian School children in Canada, consisting of oatmeal porridge with syrup I conclude that the average cost per pupil would not exceed 20 cents per week of five days - or 4 cents per day equal - per head - to about $8.00 per school year of, say, 200 days. or about $48,000.00 per annum for an approximate number of 6,000 children

R Sinclair

at each school at not more than 40 pupils; and the school to be within two miles of the home of each pupil.

Teacher to look after absentees.

The undersigned is also of the opinion that among the duties of the teachers that of looking after absentees from school should be included, and that they should be required to make a return to the Department, at the end of each month, of all absent pupils, and the cause of absence in each case, and the return should state what steps the teacher took, by visiting and advising the parents, to ensure attendance on the part of the absentees. It may be alleged as an objection that the Teachers would not have sufficient time between the closing of the school and night to accomplish this duty. To meet this objection the undersigned would recommend that instead of Indian schools closing as they generally do at the hour of 4 they should be allowed to close at 3 p.m., in order to give the teachers sufficient time to make the necessary enquiries relating to absentees.

Father Lacombe —
Considers irregularity
of attendance the real cause
of non-success of schools.
He suggests that tea
be added to the mid-day
meal & that rice be given
instead of oatmeal porridge.
He points out that nothing
is said about the preparation
of the meal, but supposes it
will be prepared by the teacher
assisted by the pupils.
He thinks that six
hours of school is too hard
on the pupils, & that for the
first two or three years four
hours a day would be sufficient.

Middle / Meal

Below / Hours

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Though he is opposed
to the employment of
coercion, - he thinks that
Indians who do not care
about the education of
their children should be
"less considered by the Dept";
and the agents, he adds,
can be "of great help in
"that way". He suggests, too,
that a reward in the shape
of clothing be given to those
Indians who regularly send
their children to school.

Revd J. B. Fraser:

Thinks large
inducement should be offered
Indians "to locate themselves
"within reasonable reach of
"the School House".

The mid-day meal,
- he considers, "a very good
"suggestion. Very cheap &
"wholesome food," - he says "could
"be easily prepared" and "if
"cooked in a double pot

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"would require no attention
"after it was set on the fire
"& could be cooked on the same
"fire as the school was
"warmed with"

At to the uniform, he says, that so much is being done by missionary organizations in supplying Indian children with winter clothing that with a little more system & enterprise the children might be clad without Govt help

If children are to be clothed & partially boarded at day-schools, their being allowed to continue pupils school, he says, "be
"conditioned on a certain
"average attendance monthly
"(unless in special cases) & a
"reasonable rate of progress in
"study"

"Both" as regards food
"& clothing; he says, "the main
"objection to both suggestions

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"is that they tend to the
"further pauperization of the
"race which should be
"avoided as far as possible"

In his general remarks he says:

"If possible it should be
"made well worth while for
"the parents to send their
"children to school & for the
"children to learn"

Bishop Grandin –

As to the number of schools necessary, he thinks the plan excellent but impossible of realization, as the Indian habitations are so isolated that it is impossible to place the schools in centres accessible to all.

He agrees as to the advisability of giving a Mid-day meal & prizes to ensure attendance, & urges the necessity of clothing the children, particularly in winter.

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Notwithstanding what may be done, he adds, it will be difficult to ensure regular attendance, as the Indian Children like to roam & their parents like to have them on account of the services they render, and the father insists on having his son with him on the hunt so that he may teach them. The only way he sees of overcoming the difficulty is having the children "boarders entirely"; and he doubts the feasibility of that.

The Bishop of Rupert's Land Concurs in the suggestion as to the mid-day meal & the uniform, & thinks that "nothing less will bring about the required result" & "that the system might be gradually introduced"

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Rev John McLean, M.A.

Thinks the method adopted to secure attendance must differ in different places. One of the chief causes of non-attendance, he says, is the monotony incident to there being but two classes. Where the attendance is good, he says, "a male & "female teacher should be "employed. The lady teacher "could teach" sewing & cooking: "the male teacher should have "a small garden attached to "the school in which the "boys could work - an hour a day. Prizes should be given "to those proficient in agriculture, "sewing, Cooking &c"

"A small gymnasium", he thinks, "would be a strong "factor in increasing the attendance"

"Visitation by teachers "would be a good thing" he says; but he "would make the hours

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"much shorter – say from
"10 to 12 & 1 to 3"
He thinks the mid-
day meal & the uniform
good suggestions; but, he adds,
the clothing should only be
worn during school hours,
"as the clothes would be
"destroyed & in many instances
"stolen or sold if taken
"home"

Food & Clothing

Rev. W.W. Shepherd – says
"I fear the kind of
"dinner you propose would not
"be satisfactory in quantity
"or quality"

Breakfast & Dinner

"If the standard of the
"schools is elevated", he says,
"the number might be
"reduced & have central
"schools graded with two or
"three teachers. For example
"one central school in Oneida
"with two teachers could do
"all the work"

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Rev Wm A. Burman. B.D.

Thinks the mid-day meal "will be a great help "in securing regular attendance". "As the amount named for this "purpose is very small," he says "it would possibly be well "to arrange that one third the "children's rations should be "handed over to the school during "operation, so that those who "did not attend would actually "be the losers thereby."

"The idea of an uniform" is "an excellent one" he says, for "in addition to other "advantages it would be less "likely to become the property "of roving Indians." In this connection he asks if the Dept would not consent to pay the cost of transporting from the nearest Railway Station to the Schools articles of clothing sent by charitable persons to the Indians, as

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as the missionaries have often to incur heavy expenses in that way.

From 9 a.m. to 3 p.m. is, he thinks, "quite long "enough for schoolwork"; as the teachers will often require the rest of the day to look up absentees.

"To avoid the difficulty "in reaching children "whose parents have built "too far from the school-house, "efforts", he says, "should be "made to have houses "built nearer a common "centre in the future"

Rev. A. J. Hall - of B.C.

Considers the mid-day meal "most necessary"; "but "who" he asks is to prepare "these this away?" — not "the teacher!

"By all means, he says "- have a uniform - it is "most taking to the Indian mind"

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"The visiting & advising
"of the parents is perfectly useless,"
Mr. Hall says. "They are
"thoroughly ignorant of the
"benefits of education &
"think we have sinister
"motives in being so
"anxious to teach their
"children. Make the teaching
"attractive - teach them to
"sing bright songs - in winter
"be sure to have a warm
"school - and the children'
he vouches "will attend often
"against the wishes of their
"parents"

The Bishop of Algoma

To secure regular
attendance, the Schools, he
says, should be well
equipped & prizes should be
given "strictly according to
"merit". It would be well,
he thinks, to have uniforms
for summer & winter, but,
if possible, he adds, they

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should be worn only during
"school hours". The midday
Mid day Meal should be given, "if
Meal feasible"; but who is to
prepare it? he asks.

Rev E. F. Wilson

Clothing

does not approve
of a uniform for pupils
attending day schools,
as "it would soon be torn
"to rags & loaded with
"vermin"

Finch

Prejeo, he says, should
only be "given in the same
"way as at other schools"
A mid-day meal, he
thinks, might be given
"in certain exceptional cases."

Mid day Meal
Finch

He is "utterly opposed to
anything tending to foster
in the Indian the pauper
spirit. He thinks there
would be no need of
special inducement "if only
"thoroughly good teachers could
"be got who would do their

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"work thoroughly & take
"real interest in it."....
"The way to gain the Indians
"is not," he says "through the
"medium of forges or other
"inducements: They will
"take what is given them
"& yet have little or no
"respect for the donor—
"indeed they have a secret
"contempt for those who try
"to win them over by gifts:
"what we want is to be
"thoroughly honest with them,
"to treat them as intelligent
"beings, not as ignorant paupers,
"to convince them that we are
"their friends seeking their
"welfare"; in this way only,
he believes, can the Indian
be influenced.

The Bishop of Saskatchewan
Emphasis the necessity
of having better & more
thoroughly equipped schools
for us. He considers

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the suggestion in regard
to ensuring regular
attendance "good" with
the exception of the
suggestion that teachers
should look after
absentees. This he thinks
"impracticable". "The only
"thing to do", he adds,
"is for the Dept to require
"attendance of children
"of school age. This is
"absolutely necessary &
"should be at once put
"into effect".

Bishop Whipple says:

"The lunch at noon
"is the only way you can
"secure the regular
"attendance of the Indian
"children", and the "suggestion
"of an early closing of the
"schools is very wise"

Rev. J.A. Gilfillan

He mid-day was
tried, he says, "with good

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"results" in the White Earth
Reservation, Minnesota.
"Corn-meal mush & syrup" helps,
"to more heating in winter."

Absentee

Teachers, he thinks,
should look after absentees &
make the proposed returns.

Hon John Schultz-

Mixed Schools

Considers the suggestions
as to the uniform mid-day
meal good, and the food
suggested "healthful & cheap,
but -, he says, it "should be
"varied in localities in which
"animal food, fish, wild rice,
"& vegetables admit of an
"easily prepared soup."

Attendance

It is well, he thinks,
that teachers should look
after absentees as suggested
the remark as to the
distance schools should be
from Indian homes should, in
his opinion, "only apply to
"Reserves where the Indian homes
"or lodges are near together"

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"and the distance not greater
"than proposed"

Professor Wood

Thinks the mid-day
means "the very thing."

The uniform, he says,
should if possible be worn
"only at school during
"school-hours"

School hours, he says,
should be "from 9 a.m. until
"1.30 p.m. with 20 minutes
"off, from 11.30 to 12, for
"dinner"

Indian Agent Swan. States

That the Cowichan Indian
Council have passed a by-law
to the effect that every child
on the Reserve between the
age of 7 & 14 years shall
attend school at least
15 day in each month,
and parents or guardians not
complying with this regulation
are liable to fine, the only
acceptable plea being (1)

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Sickness, (2) non-residence on the Reserve "the necessary time during the month", (3) no school, being open within a distance of three miles. "During", he says, "to severe epidemics.... this by-law has not yet been properly carried out; and so he is unable to say how it may work.

- Mr Lomas considers "the idea of a regular uniform a good one."

Indian Supt Phipps considers that Cooking after absentees is "a very important part of a teacher's duty.

The mid-day meal, he thinks, "an excellent suggestion"

As to the uniform he anticipates objection on the part of the parents to the cost being charged to the child's annuity, & he fears

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that "the ordinary share of
"annuity would not be
"sufficient." She is of opinion
that "if payment either
"wholly or in part were made
"contingent upon attendance
"for a stated number of days
"at school," it "might
"tend to check irregular
"attendance."

Prizes for regular attendance would, he says,
"have a good effect"

Mr Phipps emphasizes the necessity of making every effort to ensure regular attendance

Hon. E. Dewdney says

"School facilities
"should certainly be provided
"for all children of a school-
"age as soon as the Indians
"are prepared to avail
"themselves of them"; but the
Extension of the school system
"must be kept in pace with
"the gradual advancement of

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"the Indians' willingness to
"avail themselves of Educational
"advantages". He questions
whether all the day schools
proposed are required in
view of the facts=(1) "that
"a large part of the Indian
"population is so scattered
"that schools cannot be
"established for them; and
"(2) that many of the
"suggested schools would be
"almost entirely unattended
"owing to Indian apathy or
"prejudice"

He thinks, however,
"that 15 instead of 20 pupils
should" be considered sufficient
"to warrant a day school
"being established."

He "entirely" agrees
"with the mid-day meal
"plan;" and enquires in the suggestion
as to the uniform; and he
thinks that Teachers should look
after absentees & make the
proposed returns.

Mid-day Meal

Clothing

Abs.

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Primary Boarding School.

There are many reserves, notably in British Columbia, so sparsely populated that the number of children, of an age to attend school on each Reserve, would not justify the expense necessary to establish a school. The undersigned submits that central boarding schools, of the primary class, should be established to meet the educational requirements of bands so situated. And it is submitted, that as occasionally in each band children are left without natural protectors, owing to the death of their parents, to meet such cases, this primary institution might be made of sufficient dimensions to accommodate say 100 pupils.

Rev. J.B. Fraser —

Approves and adds it "is worthy of extended experiment as well as the "Industrial School. Stoned "be a great point gained if "every youth cured of pendulum "three years — say from 15 to "18 — entirely away from the "influence of the Indian "home." In these schools, he says, children should be taught to work.

Hon Jr Mr Scholtz

Favours that Central Boarding Schools will also be required in the North west.

Professor Woodo Says —

"A good idea"

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Indian Agent Somas, B.C.

Thinks that "owing
"to the wandering habits &
"the Indians & the smallness
"of many Reserves, the
Central Boarding School is
"the only kind.. that could be
"expected to succeed"; and he
suggests that orphans "be
"first admitted."

Hon. E. Dewdney

Considers the remarks
as to Primary Boarding Schools
are "also true of the N.W.T.
He is indeed of opinion that
in order to lead to satisfactory
results such Schools must
take the place of Day Schools.

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Perfecting of System.

Drafting from Primary to Industrial Schools & Providing Employment for Graduates of the Latter.

With reference to the third point, namely, the perfecting of the education of Indian children, and ensuring lasting beneficial results from the education given them, the undersigned submits that the education of Indian children should be commenced with essentially primary methods, such as the kindergarten and object lesson systems, and as the mind of the child develops it should be advanced in its studies until finally, in the case of pupils who have distinguished themselves by their intelligence and progress in the day schools, they should be drafted into schools of a higher order, such as industrial boarding schools, where they could be trained in the knowledge of some industrial pursuit, as well as receive instruction in higher educational subjects, and after they have completed a course at such an institution the Department, through its agents, should charge itself with the responsibility of obtaining for each pupil who has acquired a trade, employment at the same, outside of the Reserve of the band, and the annuity share of the youth thus placed, provided the band of which he is a member receives annuity money, should be charged with the cost of furnishing him with the necessary tools wherewith to follow the same successfully, the first cost being borne by the Government, or by the capital fund of the Band, if it has funds at its credit and recouped by deductions from the annuity of the Indian mechanic, until all shall have been repaid. A somewhat similar system might be followed in the case of Indian boys who may acquire, at an industrial school, a knowledge of agriculture, to provide them with the necessary implements, cattle, &c., to work land successfully. And as respects Indian females educated at these institutions, when they become adepts at tailoring or housewifery, employment might be obtained for them also, in clothing establishments, in tailor shops, as dressmakers or as domestic servants, as their qualifications may best adapt them for.

Should the views above enunciated be approved of and should it be decided to give practical effect to them, it would necessitate an increase in the number of day schools as well as of industrial institutions or of the accommodation in the latter establishments; and each of the industrial institutions should be supplied with pupils selected from the schools on a certain number of Reserves grouped for the purpose; and children from these Reserves should not be allowed to attend any other industrial school than the one assigned their Reserves. Thus each industrial institution would form a central school of a superior class for the advanced pupils attending the day schools on the Reserves included in the group from which the pupils would be drafted for that institution. The reasons above urged for increasing the number of educational institutions of either class will be more clearly manifested from the review which the undersigned proposes to make of the schools at present in operation and the facilities for education at present afforded as well as the additional facilities which it is desirable should be extended to the Indian youth upon the different Reserves in the various Provinces and Territories of the Dominion.

Father Lacombe — Pupils, he says, should only be drafted into Schools under the auspices of a

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Church to which they belong.

Employment for graduates of Industrial Schools should, he says, be procured through the Officials of the Institutions.

He insists on the necessity of teachers & Agents - being of the same religious denomination as the majority of the Indians, & of encouraging & assisting Christian Missionaries.

Rev J. B. Fraser -

Considers all the suggestions as to perfecting the system excellent; but he adds, in his general remarks, that Education is not the largest factor in the elevation and civilization of the Indians, & that there must be "above "all the inspiration of true religion" "Every teacher," he says "should not "only be a moral but a religious "man & have a practical "acquaintance with farming" & in the Industrial Schools the

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trades should be taught by practical men. He lays stress on the necessity of the boys being "taught practically "the elements of farming & "gardening & every fine the "routine of house keeping on "the farm" as the vast majority must live by agriculture. To encourage diligence & application, he suggests that every pupil be promised a half section of land on reaching a certain standard, with the proviso that the land owned not be sold within a specified time or till after certain improvements were made. Education, he says, will be of but little help to the Indian youth without "the "spur of the necessity of self-"support & the prospect of "owning & accumulating the results "of his industry on land that is his "in fee-simple."

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To be successful in
training the children something
must be done for the
improvement of the parents,
and he thinks that it
might even be possible
to educate many of them
"to the point of self support by
"an arrangement that would
'entitle them to hold land in
'severalty with the option of
"receiving the equivalent of
"their Govt allowance in cash
"on condition of certain work
"done & improvement made
"on the land allotted to them'

Bishop Grandin

His experience of
Industrial School training
is that, though the children
learn to speak & write fairly
well English & French &
to live by the labor of
their hands, when they leave
the School they "hire themselves
"for the most part for voyages,

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"spend their money as they
"earn it & have nothing
"ahead when they marry," &
"they thus become poor &
"useless creatures. Those who
"return to their Reserves are for
"a time the laughing stock of
"their nation. In spite of their
"instruction they are less skilful
"in many things necessary for
"the Indians. They feel themselves
"despised; they are humiliated;
"they strive to become savages
"again, & they often succeed only
"too well" The most
successful results have
been attained by marrying
the girl graduates to white
men, he says, & in the
Schools in his choice they
generally do that. He is
convinced that the benefits
of Industrial training is
nullified on the graduates
returning to the Reserves,
& that they can have no

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influence for good on the uncivilized Indians, unless they be sufficiently numerous to form a distinct Community.

His plan is that the Indians educated in Industrial Institutions be assisted to settle on Special Reserves near the Schools, their teachers to retain a certain directing authority, & a limited number of their relatives & friends to be permitted to live with them, and His Lordship's opinion is that, in order to attain success in educating the Indian race, this plan or one akin to it must be adopted by the Govt.

The Bishop of Rupert's Land,

always doubted the efficacy of sending Graduates of Industrial Schools back to their Reserves after some of them may have been given a taste

"for something very different"
The Indian youths showed, he
thinks, be "left free to decide
"their future after being
"educated", as thus "many
"of the best perhaps would be
"drafted into ways of
"independence", and "some
"would return to the Reserves
"probably a sufficient number
"to exercise the elevating
"power hoped for."

He thinks it would be a
pity not to give the Indian
boys a chance of entering the
professions, & he suggests that,
if an Industrial School be
established in Manitoba
under the auspices of the
English Church, two or three
of the boys, between twelve
& fourteen years of age, might
be drafted into St. John's
College School, & that "to
"encourage this a grant of $200.
"a head might be given if

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"the Church authorities coned
"raise the rest, or even
"something might be done
"if the $100- were merely
"transferred"; & he adds-
"but I think the scheme
"would be certainly practicable
"if $200- were given as a
"kind of scholarship of an
"honorable character"

The selection of pupils for the Industrial Schools, he says, "would, if the schools "were popular & successful, "be a great stimulus to "regularity of attendance, "diligence & good conduct in "the Reserve schools"

If the proposal as regards Industrial Schools "seem too extensive; this Lordship says, "the nearer "they can be approached the "better"

Rev John McLean, M.A. says
The Kindergarten system

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Kindergarten System

"would need a training school
"for teachers, as properly
"certified teachers from the
"Kindergarten Training Schools;
"the Object Lesson System is now
"in use in many Indian Schools"

"The idea of graded
"Schools" is a good one"

"English only" he thinks
should be taught in Govt Schools
an authorized list of books to should
be drawn up by the Indian
Board of Education (see page 64). but he
adds that he hopes the
"Canadian Govt, while seeking
"compulsory Education & anxious
"for the elevation of the Red Race
"by means of learning English,
"will never make the mistake
"made Lately by the Govt of the
"United States [in] enforcing an
"order compelling all children
"to attend the Govt Schools &
"there to learn English only, thus
"interfering with the work done
"faithfully by the Churches"

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Early marriages of girls of this tribe to white men

He early age at which Indian girls marry, he says, "precludes the possibility "of any entering Industrial "Institution"

Rev. Wm A. Burman, B.D., says.

Arrangements should if possible be made to have sewing & knitting taught by the wives of teachers. The expense would be slight, & after awhile the Indian girls would be able to make their own clothing.

He highly approves of Industrial Schools, & thinks that in such institutions the most effective educational work will be done. He suggests that "in drafting "couples for these Schools "preference should be given "to orphans & the children "of deserted women; and that "it will be found necessary to "follow the example of the

Orphans & destitute children should be given the preference

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Inspr's

"U. S. Govt in paying
"transport expenses in
"bringing papils from Reserves
"to Industrial Schools." Their
expenses, he says, "while not
"excessive" are greater than
"could well be borne by the
funds of such Institutions."

He "heartily endorses"
the "suggestion with regard to
"the investment of the annuities
"of children" (Mr Burman must
refer to the proposition to
furnish Indians Smiths who
have learned a trade with
tools & to charge the cost of the same
to their share of their Band's
annuity). And he suggests
"that arrangements be made
"for their receiving a sufficient
"number of cattle from the
"Reserve Band to give them
"a good start in farming
"when they are ready to
"start on their own account"

Read

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Rev A. J Hall

Concludes from his
experience in British
Columbia that much
labor is lost unless the
child's education is carried
"far enough to assist him
"to earn his living."
Most of the children, he says,
"have latent powers which
"only require educating."
He has seen many Indians
in the service & like as
mechanics; and his steam saw-mill,
he says, "is now run by
"four Indian lads, the fruit
"of one boarding school."
"He fears," he thinks, "will
"not wisely in starting as
"soon as possible the
"proposed Industrial Schools."
As to the Indian girls, he says,
they "are married at twelve
"years of age" and "are too vain
"& foolish ever to condescend
"to act as domestic servants."

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The Bishop of Algoma -
As to Industrial
Schools, his opinion is
that "all that is needed
"is, first, the enlargement
"& better equipment of the
"Institutions already
"established, and, secondly
"the assignment to each
"Institution of a specified
"area from within which, excluding
"it is to draw its supplies
"of children already
"trained in the preparatory
"schools in that area"

Rev E. H. Wilson
Thinks that effectual
work "can only be done
"through the medium of
[Industrial] "Institutions"; and, in this
"opinion, the "day schools
"should be left pretty much
"as they are. & ... whatever
"funds are to be expended now
"... should be expended mainly
"in the creation & maintenance

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of Boarding Schools or
"Institutions"

Mr Wilson's plan is
the establishment of
four large central Institutions
— one for the Roman Catholics,
one for the Presbyterians,
one for the Methodists, & one
for the Church of England —
each central Institution
to have 3 or 4 Branch
Homes scattered through
the country. This would,
he says, be more economical
than the scheme proposed
in the Report, more
satisfactory from a
religious point of view,
and more fruitful in
good results.

The Bishop of Saskatchewan says:

"There is no better
"way of raising the tone of the
"Indians than by encouraging
"the boys to look forward
"to the time when the

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"knowledge they acquire at
"school will enable them
"to teach their own people"
Speaking of the Schools of
his own Church, he says:
"I want the ordinary schools
"to feed the Industrial School
"[Battleford] & the Industrial
"School the College which
"has been established for
"the special benefit of Indian
"races", viz. Emmanuel
College, Prince Albert.
If the suggested assistance
(see page 13) is given this
College, he agrees "to
"employ a thoroughly
"competent teacher to train
"each year a certain number
"of pupils sent there from
"the Battleford Industrial School
as the College is intended
"specially for the training of
"native teachers"

The system of grading
outlined in the Report is,

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Le says "good, but will
"require trained teachers
+ schools well equipped.
Bishop Whipple says:
The "suggestions
"as to district day schools
"+ the advanced pupils being
"drafted in boarding schools
"is wise".
Though the medium
of all instruction must
be the tongue understood
by the Indians, he emphasizes
the necessity of giving
particular attention to the
teaching of English.
Rev J. A. Gilfillan -
Believes that no
Indian School should devote
the whole day to book-
learning. Half the day
should be given to teaching
the Indians how to work
with their hands, how to
farm + to garden, + how to
use their powers for their

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own support. "Teach" he says "the English Language "alone in the Schools - no "Indian."

Hon John Schultz - says -- "the whole boy should be educated", and as "Indian "children.. need somewhat exercise" it should be given them "in "the way of light work "commencing even with "primary instruction"

The selection of pupils for Industrial Schools &c, "are matters so affected "by surrounding circumstances "that as least at present "no arbitrary rule should "be decided upon."

"Every effort should be made" to obtain employment for graduates of Industrial Schools, he says, but "without actually "committing the Dept "to the obligation"; and

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in the matter of supplying
them with outfits "assistance
" should be welcomed
" rendered by those in charge
" of the Indian children ... but
" the committee of the Dep't
" to a promise to do this might
" make them insist on it
" as a right"

In Mr Schultz's opinion
the most economical & effectual
way of dealing with the
question of Indian education
is to educate the children
entirely in Industrial
Schools: for they would not
eat much more at three
regular meals than at
one when the others are
scanty & problematical,
the clothing supplied would
"last three times as long";
and the cost of teaching
would be "far less per capita";
while the children would
receive sixteen hours

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"Of civilized instruction
"instead of a few hours,.. half at
"least of which is lost in the
"subsequent time of each day"

Professor Woods

Thinks the kindergarten
& object lesson systems should
be employed.

The plan of drafting
pupils for Industrial Schools
is, he says "very good"

Thomas Hart, B.A., L.L.D.,

Indian Teacher at the Bay.

Thinks best results
can be obtained from Boarding
or Industrial Schools, but he
thinks it enough to teach the
ordinary subjects of a common
-particularly English-
School education, & such plain
& useful work as would "most
benefit them in becoming
thrifty settlers"

No incentives to
industry offer such prizes,
he says, as "a comfortable
home on their Reserve for

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"any who had shewn their
"efficiency to support it -
"& assistance be given in
"putting in their first crop
"&c ; but let them have
"such a home in trust for
"a year or two until they had
"proved themselves able and
"willing to keep it up, after
"which it might be given
"to them absolutely, subject
"to provision against
"alienation before a certain time:

"Showed any shew
"special aptitude for teaching"
he thinks, they showed to
specially trained for a year
or two with a view to
their becoming "teachers
"under the Department"
Chief Sup't Phipps -

Re suggestion as to
obtaining employment for
pupils who have acquired a
trade ie, he says, a good one;
but he thinks that those

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who remain on their
Reserves should also be assisted
in that way. It is very
desirable, he says, that
those who have given their
attention to agriculture
and to go back to should be
provided with implements there,
as suggested.

"As a rule", he states,
"Indians have a great
"disinclination to sever
"themselves from the associations
"connected with their Reserves"

Hon'ble E. Dewdney -

Is of opinion that
day schools cannot be
"as effective instruments in
"Indian education, and subsequent
"civilization, as boarding
"schools of the primary order,
"and that where it can be
"done to advantage -,
"day-schools should be
"merged into boarding schools"
In support of this opinion he

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says that in addition to other advantages, boarding schools would ensure- "regular attendance & the "removal of the unsalutary "influences of home life.. "both essential to the "education of Indian youth" And he adds, speaking relatively, that boarding schools "will prove to be "far the more economical "of the two methods, as "well as the only one "productive of lasting "benefit to the children"

With reference to the scheme for perfecting Indian Education, Dr Duncan approves of the primary methods suggested. "Industrial "institutions should be "led up to", he says, but as older boys can be more readily managed when at a distance from their

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parents has many such
must be taken in hand,
he thinks it would not be
well to limit certain
Reserves to certain schools,
particularly in the Northwest
where so few Industrial
Schools exist. He thoroughly
endorses the principle of
looking after & finding
employment for educated
boys & girls, - but, he adds,
great care must have to be
exercised in extending aid
of any description to them.

Bishop D'Herbomez -

Speaking of British
Columbia says that only
Industrial Schools will be
of benefit to the majority of
the Indians of that Province
(see page 144)

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64.

Inspection of Schools, Formation of School Boards, &c.

A system of regular and efficient inspection, by competent persons specially qualified, should be instituted. In the older Provinces such a system exists. The Provincial School Inspectors do this work for the Department. But in the newer Provinces and Territories there is no such inspection, the Indian Agents only visiting the schools occasionally. A Board of Trustees for each Reserve, to consist in part of the most intelligent Indians, and of the missionary and Indian Agent, should be formed. The returns from the schools should be made at least monthly, instead of as at present, quarterly. Examinations should be held by the teachers at the end of each quarter, and a faithful record of the same kept. Certificates as to progress and conduct should be regularly given pupils.

Father Lacombe

Suggests that the work of inspection be left in the hands of the Indian agents.

Rev. J.B. Fraser -

"Suggestions all good"

Rev. John McLean, M.A.

Thinks the suggested Board of Trustees would be partial & inefficient, & suggests the creation of "an Indian "Board of Education composed of "men well versed in the subject, "and if possible having some "experience, appointed by the Indian "Commissioner, the duties of this "Board to be similar to those of" Provincial Boards of Education.

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"Nothing satisfactory,"
he says, "will be done until
"there is an efficient system
"of inspection", & regular
Inspectors should be appointed
as "Inspectors of White Schools"
Know very little about Indians
Rev Wm A. Burman, B.D.

"Immediate attention,"
he says, should be given to the
inspection of Schools, & he suggests
the arranging of districts of
a size to admit of an
Inspector visiting "each
"School during the season
"of travel". The Inspector
might give the remainder
of his time to receiving
and tabulating returns.
"The Inspector," he says, "in
"conjunction with the Inspector
"of Agencies & the Superintendent
"of Education for the Province
"should arrange for the
"appointment & removal of
"teachers & lay down a

Inspector

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"programme of studies suitable
"to the particular needs of the
"Schools. Such an officer
"should be experienced in
"Educational matters, & should
"receive the usual salary
"of School Inspectors - $1200.
"per. an., with office & travelling
"expenses" Such an officer,
he adds, would "be able to
"render good service in drafting
"children for the Industrial Schools"

The Bishop of Saskatchewan
Considers competent
inspection desirable; & he
suggests that Archdeacon
J.A. McKay & Rev. J.W. Tims
would be "in every way
"qualified to inspect" the
English Church Schools in
Saskatchewan - the former
to include in his inspection
the Industrial School at
Battleford.

Mr. Sibbald's
suggestion as to Boards of

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Trustees is "impracticable
"in the North-west"
Hon John Schultz says—
"Inspection is a
"necessary, & more so, in
"the case of Indian Schools
"as in the case of white Schools"
Professor Woods
Emphasizes the
necessity of having all
Indian Schools inspected
by "a thoroughly competent man
"or men appointed by the
"Dominion Govt." Provincial
Inspectors or Indian Agents
cannot, in his opinion, be
expected to do the work of
inspection as it ought to
be done; and, as "the
"Dominion pays the money, an
"officer should be appointed
"by [the Dom. Govt] to report
"on the way in which it
"is expended;" and "a good
"man would soon improve
"things most materially"

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In dealing Supt Phipps
Considers the System
of Inspection in vogue in
his Superintendency ineffecient,
"as the Inspections lies at a
"distance & Inspections are
"all made in Summer"
when "the attendance is
"at its worst stage"

Inspection

Hon'ble E. Dewdney says:
"Trustees ought work
"on one or two Reserves in the
"N.W.T. The Government might
"be a good one. A wise agent
"& a few advanced Indians
"might do much to abolish
"prejudice to Education"

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Separation of the sexes:

It is desirable, in the case of Reserves having more than one school upon them, that when it is practicable—which will be the exception—the sexes should be divided, that is, that there should be a school for boys and another for girls.

Professor Wood says "Certainly, if possible".

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Denominational Control of Schools.

It would be preferable, were it possible, to have all these industrial institutions non-denominational, and in so far as Protestant Indians are concerned, there would probably be little or no objection to non-denominational schools; the Rev. E. F. Wilson, a clergyman of the Church of England, has expressed his willingness to make his institutions undenominational; but the Roman Catholic Indians would undoubtedly be prevented by their clergy from allowing their children to attend any other than Roman Catholic institutions.

Hulbert Scambe says

In all cases teachers should be of the same religious denomination as the pupils, and even agents should be of the same faith as the majority of the Indians over whom. they are placed. "Let the Indians "be free... to embrace the "denomination they like; and "give full liberty "& encouragement "to Christian missionaries"

Rev J. B. Fraser — says —

The co-operation of all Christian Churches should be enlisted to secure attention to moral development "without which all the

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"intellectual development
"possible will fail of
"accomplishing the result
"desired."

Bishop - Grandin

Insists on all schools
"both day & boarding - being
"denominational. "Experience,"
he says, proves that these
"non-sectarian schools are
"often the most sectarian"
and "public or non-sectarian
"schools are impossible"

Rev John - McLean

Hopes "the work done
"faithfully by the Churches"
will not be interfered with
by the Govt "compelling all
"children to attend the Govt
"Schools"

The Bishop of Algoma says:
That if the scheme
outlined in the Report
carries "with it of necessity
"the 'undenominationalising'
"process ... great difficulty

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"will be encountered" in
connection with the
English Church Institutions
at Sault Ste. Marie. He
states that it is neither
the province of himself nor
Mr Wilson to deal with
these Institutions in the
way of making them
undenominational, as "they
"are the property of the
"Diocese of Algoma, and
derive their "Subsistence
"very largely from funds
"contributed by "Church
members. "How far either"
he himself "or the Church
"generally would be willing
"to surrender the control
"into the hands of the
"Govt - has yet to be
"ascertained", he says, "as
"the question has not been
"discussed". All those, he adds,
who have expressed an opinion
in the matter - save Mr

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Wilson - are "unfavorable
"to any such change"

Rev E. F. Wilson. —

In a letter, dated 21st January 1887, outlining a scheme for the extension of his work at Sault Ste Marie, Mr Wilson expressed his willingness "to yield "all ... independence" and "to become a servant of the Dep't & act implicitly under "their direction" if the Gov't would carry out his plan. He added "I am "willing that the Institution "should become undenominational "in so far that pupils not "belonging to the Church of "England be allowed to attend "their own place of worship "in town & to be visited by "their own Ministers - provided "only that the Institution "continue to be distinctly "Protestant & that the whole

Recommends his removal from Shingwauk

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"bible always - be a text
"book in the School"
In a letter to the
Supt General, dated 20th Oct '87,
Mr Wilson says, in regard
to the Report, "I agree
"with Mr Vankoughnet in
"regard to the desirability
"of Protestant Institutions
"being undenominational to
"the following extent. I
"think if an institution is
"under Presbyterian rule the
"services & teaching should
"be Presbyterian" and so will
the Church of England & other
bodies. "But at the same
"time if any pupils attend
"who do not belong to the
"Church represented at the
"Institution they should be
"allowed, if they wish to do so
"& if found convenient, to attend
"their own place of worship
She, however, suggests, in
another part of the same letter,

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as a better way of dealing
with the question of Indian
Education, the establishment
of Central Institutions under
control of the leading
religious bodies, with Branches
"or feeders scattered through
"the country", which "would",
he thinks "be more
"satisfactory from a
"religious point of view" so
"each denomination would
"thus be represented in all
"parts of the country & each
"have one substantial centre"

In his letter to the
Dy Supt-General, giving his
views on the Report, Mr-
Wilson iterates the foregoing
plans, and says it is "more
"likely to give satisfaction
"both to the missionaries
"and the Indians, & so more
"likely to be successful"
He adds: "I think if you
"divide up the country

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"... and oblige Indian children
"whose parents are Presbyterian
"or Methodists to go to a
"Church of England Institution,"
and vice versa, "there will
"be trouble". He objects to "on
"the same ground to the
"Institutions being made
"undenominational" what
he proposed, he says, was
that Indian children attending his
schools "belonging to other
"denominations should be
"allowed to attend their
"own place of worship, but that
"Church of England services
"would be continued as usual,"
and that is what he "would
"suggest in the case of all
"Protestant Institutions
"established or assisted by Govt."
He goes on to say that
"it would be a great mistake
"to discourage those who have
"been making it their life
"work to care for & teach the

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"Indians, and it must
"be remembered that in
"every instance this has
"been done from religious
"motives; the bond that
"unites the teacher & taught
"is religion, & a religion of
"some definite form which
"has become dear not only to the
"teacher but also to the taught.
"The religious training of the
"people must," he feels sure,
"be respected, & they must
"not be in any way forced to
"have their children brought
"up under other teaching
"than that which they approve."
Every encouragement, he says,
should be given to "those who
"are engaged in this work of
"civilizing & educating & christianizing
"the Indians," as those who
"have been the longest
"living with them probably
"know best how to deal
"with them. The Dep't,"

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he says, "by taking things into their own hands & making their own rules about everything, may very likely succeed in producing more order & system than at present exists", but he doubts "very much whether "it will result in success".

The Bishop of Saskatchewan says:

"In view of the fact "that certain schools are "in missions conducted by "the Church of England, & "that moneys & time were "carried on entirely by the "Church for years before the "Govt had anything to do "with them, I desire to "exercise control of them, "i.e., to appoint the teachers "& superintend their work. "This of course we have "hitherto done in the case "of most of them."

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Bishop Whipple says:

"I cannot interfere
"with the denominational
"schools."

Rev. J.A. Gilfillan

Thinks sufficient
Attention has not been
given in the Report to the
necessity of religious
instruction, without which
"mere intellectual furnishing
"will only make the Indian
"more powerful for evil"
He "owned have belief in
"God, in religion, taught
"as the foundation of all the
"most essential thing - no
"matter whether taught by
"Roman Catholics or the various
"divisions of Protestants." He
owned have "Christian teachers"
& "christian schools", no
"godless teachers, no matter
"how bright intellectually, are
"worthless & their work a
"failure"

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Bishop D'Herbomez -

Strongly urges the necessity of having the B.C. Industrial Schools under denominational control.

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Estimate of Expenditure Required for Improved System.

Additional cost to be incurred in the first place:—

Ontario	$178,128 00
Quebec	49,059 00
Nova Scotia	32,975 00
New Brunswick	27,017 00
Prince Edward Island	1,921 00
Manitoba and Keewatin	100,532 00
North-West Territories	270,952 00
British Columbia	287,186 52
Total	$892,620 52

Additional amounts to be provided annually:—

Ontario	$120,828 00
Quebec	32,359 00
Nova Scotia	20,425 00
New Brunswick	16,917 00
Prince Edward Island	1,561 00
Manitoba and Keewatin	60,582 00
North-West Territories	158,562 00
British Columbia	134,022 60
Total	$545,206 60

The above figures show that a very large increased expenditure will require to be incurred, should effect be given to the suggestions contained in this report. It is, however, submitted that the results to be attained are beyond in importance mere monetary considerations, for therein lies the solution of the Indian question.

But even from an economic point of view it is apparent that the expenditure incurred in educating and training the children would be a good investment and that it would be repaid to the country with compound interest by the conversion of the descendants of a people, a large number of whom are at the present time a source of expense, into profitable citizens, who, instead of being supported from the revenue of the country as their people are at present, would contribute largely to the same.

Rev J. B. Fraser

Thinks there could be no objection to the outlay "if provision were made that "no one who received an "education should afterwards be supported

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"by Gov't".

Bishop Whipple

"It will cost money
"to inaugurate the se
"schools, but it will cost..
"ten times more.. to care for
"these same children if
"permitted to grow up as
"savage paupers".

Hon. John Schultz -

Thinks it evident
from the "standpoint of
expediency" that the outlay
is called for, as the only
effectual way of civilizing
the Indians & of doing our
duty towards them "i.e.. to
thoroughly educate" them.

Professor Woodo says:

"The expense seems
"large, but the work needs
"it all."

Indian Supt Phipps

Insists "the benefits
"conferred will be commensurate
"with the Expenditure.

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Ontario.

Day Schools.

In Operation.

There are in this Province 69 Indian Reserves. Of these, 24 have no schools established upon them, viz., the Reserves at Lac des Mille Lacs, Kawaiagamot, Rat Portage, Big Island, North-West Angle, (3 Reserves), Assabaskasing, White Fish Bay, Buffalo Bay, Shoal Lake (2 Reserves), Temogamingue, French River, Thessalon, Spanish River; Point Grondine, Ojibwaning, Cockburn Island, Sucker Lake, Long Lake, Pays Plat, Rivière au Sable and Scugog. Of these Reserves, which are as yet without schools, 12 would appear to have a sufficient number of children of school age to justify the establishment of schools upon them, viz., the Reserves at Lac des Mille Lacs, Rat Portage, Big Island, Reserve 37 at the North-West Angle, Assabaskasing, White Fish Bay, Buffalo Bay, No. 39 at Shoal Lake, Temogamingue, French River, Spanish River and Long Lake. On the remaining 12 Reserves the number of children of school age ranges from 5 to 12.

Of the 69 Reserves in the Province thereare 45 on which schools are established. Of these 45, however, 12 would appear, from the number of children upon them of school age, not to have sufficient facilities for the education of the children. The Reserves last referred to are as follows:—Coutcheeching, where there are 60 children of school age and only one school; Islington, whereon there are 65 children of school age and but one school; at Garden River, on which the number of children of school age is 175, and the number of schools in operation 2; at Christian Island, on which the number of children of school age is 70, with only one school in operation; at Walpole Island, on which the number of children of school age is 158, with 2 schools in operation; on the Oneida Reserve, in the Township of Delaware, where there are 180 children of school age and 3 schools in operation; on the Reserve at Henvey Inlet, in the Parry Sound District, on which there are 70 children of school age and only 1 school in operation; on the Six Nations Reserve, in the Townships of Tuscarora, Oneida and Onondaga, having 1,066 children of school age and but 12 schools in operation; on the Mississagua Reserve, in the Township of Oneida, having 70 children of school age and only 1 school in operation; on the Reserve at Tyendinaga, on which there are 340 children of school age and 4 schools in operation; on the Reserves of the Chippewas of Sarnia, situated near Sarnia, and at Kettle Point, on which the number of children of school age is 128 with 2 schools in operation.

Additional Schools Required.

From the foregoing it will be obvious that estimating 40 children or thereabouts for each school, there should be on the Reserve at Coutcheeching 2 schools instead of 1; on the Reserve at Islington, 2 schools instead of 1; on the Garden River Reserve, at least 4 schools instead of 2; on the Christian Island Reserve, 2 schools instead of 1; on the Walpole Island Reserve, 4 schools instead of 2; on the Oneida Reserve, in the Township of Delaware, 4 schools instead of 3; on the Henvey Inlet Reserve, 2 schools instead of 1; on the Six Nation Reserve, 26 schools instead of 12; on the Mississagua Reserve, 2 schools instead of 1; on the Reserve at Tyendinaga, 8 schools instead of 4; on the Reserves near Sarnia and at Kettle Point, which belong to the one Band, 3 schools instead of 2.

Residences.

As regards the Reserves on which schools have been established and are in operation, no accommodation has been provided for the teachers of these schools, in the shape of house room. Consequently they have to obtain board and lodging where best they can. This is, as stated in the prefatory part of this report, a very undesirable condition of matters. The teacher should be supplied with a proper place of abode, at a convenient distance from the school.

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The Bishop of Rupert's Land says,
It is difficult to
deal with the Reserves along
the Lake of the Woods & the
Rainy River as they are so
small, but one or two of
the largest might have Schools.

Rev. R. Ashton says
That among the
Sioux nations all that is
desired may be accomplished
by the passing of a compulsory
School Law requiring all
children between the
ages of 5 & 14 years to attend
School for at least 100
days in each year until
they are able to pass a
fair examination in the
subjects prescribed for the
4th Standard in the Public
Schools of Ontario. The
children will not require
to be fed or clothed; but,
he suggests, "that arrangement
"be made whereby the

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"destitute, orphaned &
"neglected children be
"admitted into an
"Industrial School."

He considers the
estimate of the School
population & of the number
of schools required "in
"very wide of the mark."
20 o/o of the population gives
"near enough for all practical
"purposes", he says, the
number of children of-
School age, & "it is not
"necessary to provide for
more than 15 o/o" of that
number. He bases his
calculation on the Report
of the Minister of Education
of Ontario, which shows
"that the percentage of
"average to total attendance
"in counties & cities
"58", while "the average
"attendance at the Six
"Nations Schools last year

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"was 46% of the registered
"number of pupils."
Surveying then he adds "if
"we provide for 60% ...
"we shall have room
"enough." He estimates the
the number of school
children on the Six
Nations Reserve to be 656,
& deducting 10% for
attendance at Industrial
Schools owned leave
591 to be accommodated
in day schools. "It will
"require; he says, "a school
"population of 60 under the
"most favorable circumstances
"to give an average attendance
"of 40" and allowing for
children who may not
be included in this census
"it is clear that 11 or 12
"Schools will be required
"for the Six Nations instead
"of 26" as stated in the
Report.

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"There are at present,"
he states, "11 schools
"5 controlled by the school
"Board, 2 by the Methodists
"& 1 (Thomas') supported by
"the Convent. A futile
"effort has been made to
"bring all these schools
"under a joint board of
"management so that they
"might be more equally
"distributed" If the schools
were placed as proposed
"very few of the children
"would have to travel more
"than two miles to school
"..... while as it is the case,
"now those who reside
"near a school among the
"whites can attend the same,
"their fees & books being
"supplied from the Indian
"School Fund."

He affirms "that the
"Township of Tuscarora is so
"well provided with

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"efficient schools, neat
"school-houses, & modern
"school apparatus as any
"purely rural township in
"Ontario"; & that from an
intellectual & industrial
point of view they are
superior to the "white" schools.
All that is required,
he says, to make them
more efficient is a
compulsory school law,
a united board of
management, & teachers
having a speaking
acquaintance with the
language spoken by the
pupils.

Indian Supt Phillips states
That the Reserve
at French River is "not
"occupied by the Band." The
Indians "live at Shequiandah
"Manitoulin Island"

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Industrial Schools.

In Operation

With regard to Industrial Schools, there are in existence at present, in the Province of Ontario, four of these institutions, viz.:—At Sault Ste. Marie, where are established the Shingwauk and Wawanosh Homes, one for the instruction of Indian boys and the other for the instruction of Indian girls. The principal of these institutions is the Rev. E. F. Wilson. He is a clergyman of the Church of England, but has expressed his willingness to make his institutions undenominational.

At Wikwemikong, on Manitoulin Island, there are also boys' and girls' industrial institutions conducted under the auspices of the Roman Catholic Church. At Brantford the Mohawk Institute is carried on under the supervision of the Rev. Mr. Ashton and under the auspices of the New England Company. It receives no aid from the Government. This institution has both boys and girls as pupils. At Mount Elgin, in the Township of Caradoc, in the County of Middlesex, an Industrial Institution is conducted under the auspices of the Methodist Church. It has also male and female pupils. Of these institutions the Shingwauk Home and Wawanosh Home at Sault Ste. Marie can accommodate between them about 85 pupils. The institutions at Wiwemikong can afford accommodation for about 114 pupils. The Mohawk Institute, near Brantford, can accommodate about 90. The Mount Elgin Institution accommodates 60 pupils.

Increased Accommodation Required.

It will thus be seen that at these four institutions accommodation can at present be furnished for 349 pupils. The number of children of school age upon the various Reserves in the Province is 5,191, and should schools, as recommended, be established upon Reserves on which there are none at present and where there is a sufficient number of children of school age to justify the establishment of schools, and should the additional number of schools recommended be established on the Reserves where the number of schools at present in operation is insufficient to meet the educational requirements of the Indians, and estimating the percentage of children fit to be drafted from day schools into the industrial institutions at 10 per cent., it is obvious that there will not be sufficient accommodation in the existing institutions of the latter type to meet the requirements of the more advanced pupils, and that either the accommodation of the present institutions will have to be increased or new institutions must be established.

Enlargement of Existing Institutions.

The undersigned would favor the enlargement of the existing institutions rather than the establishment of others. He is of the opinion that they are favorably situated, being sufficiently central for all practical purposes. He would, however, in accordance with his previously expressed views in this matter, require that the Indian children from certain Reserves should attend one of the institutions and no other, *e. g.*, the institution at Mount Elgin might be supplied with children from the day schools on the Reserves at Rice Lake, Mud Lake, Georgina Island, Rama, Walpole Island, Delaware, Caradoc, Alnwick, Orford, Sarnia, Kettle Point, Scugog. The Mohawk Institute might draw its pupils from the schools in operation on the Reserves of the Six Nations, of the Mississaguas of the County of Haldimand, and of the Mohawks of the Bay of Quinté, in the Township of Tyendinaga, in the county of Hastings; while the institutions at Sault Ste. Marie and Wikwemikong would absorb the pupils drafted from the Protestant day schools on the various Reserves from Penetanguishene northward, including the Reserves on the Lake of the Woods and on Rainy River, while the Roman Catholic schools on any of the reserves in the same territory might furnish their quota to the Wikwemikong institutions. The capacity of each institution would then require to be increased as follows:—

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The Mount Elgin Institution, which at present accommodates sixty pupils, would have to be increased so as to permit of 118 pupils being admitted.

The Mohawk Institute, which at present has accommodation for 90 pupils, would require to be enlarged sufficiently for lodging 156 pupils.

The Shingwauk and Wawanosh Homes at Sault Ste. Marie, which at present have lodging capacity for 85 pupils, should be enlarged to a sufficient extent to admit of 128 pupils being lodged thereat.

The Wikwemikong Institutions it is thought already have sufficient lodging capacity for any additional pupils that they may be required to take in.

Rev W. W. Shepherd says:

"The Mount Elgin Institution has pupils from "Shawanaga Town near Bothwell, "ng a few miles from here. The "New Credit Indians have sent "here for many years. For several "years we have pupils from Oka, "P.Q. & Muskoka (Gibson Re). "We would like to have these "Bands still if it can be "so arranged."

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Primary Boarding School.

Further, should the recommendation contained in the previous part of this report be approved of and given effect to, viz., that in the case of Reserves in regard to any of which there is not a sufficient number of children of school age to justify the establishment of a day school on the Reserve, a central boarding school of the primary class should be established to meet the educational requirements of bands so situated, this will necessitate, in the case of the Province of Ontario, one institution of that class, there being 85 children in all upon Reserves who would have to be provided for in this way. And it is submitted, that as occasionally in each band children are left without natural protectors, owing to the death of their parents, to meet such cases, this primary institution might be made of sufficient dimensions to accommodate say 100 pupils.

Rev W.W. Shepherd says:

"Would it not be
"less expensive to have a
"primary department in
"connection with one or two
"of the existing Institutions
"so as to accommodate the
"85 or 100 children here
"mentioned. They could be
"taught by an advanced
"pupil or by a teacher in training"

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Increased Cost

Day Schools

If effect should be given to the views above expressed, the following statement will show the increased cost which must necessarily be incurred in connection with the day schools at present conducted upon Reserves in the Province of Ontario, and the cost of establishing new day schools on Reserves on which there is only one school at present in operation but whereon there is a sufficient number of children of school age to warrant the establishment of more schools, and the cost of establishing schools on Reserves on which no schools at present exist. Taking the present average salary paid to teachers, viz., $240 per annum, and the number of schools at present in operation, viz., 69, and doubling the salary of $240, which is the average remuneration now given, the increase in this item would be 69 teachers at $240 additional each, $16,560 per annum, and adding thereto the number of additional schools which it is proposed to establish on these Reserves on which schools at present exist, viz. 29, and estimating, as before, the salary of each teacher at $480, the 29 teachers' salaries would cost $13,920.

The total amount that will then be required for 69 teachers at $240 each + 29 at $480 each, will be.....	$30,480 00
And estimating the cost of erecting new buildings upon these Reserves both for school houses and for the teachers' accommodation at the lowest figure, viz., $500 for each school house and teacher's residence, the cost of schoolhouses and teachers' residences at $500 for 29 new institutions would be $14,500, and of residences for the teachers of 69 schools, the schoolhouses for which have already been erected, say, at $300 each, $20,700 ; total cost $14,500+20,700.....	35,200 00
In addition to the foregoing there are as shown in a previous part of this report 12 Reserves which though they have a sufficient number of children of school age to justify the establishment of a school upon each of them have at present no schools in operation. Allowing one school to each of these Reserves and the same rate of salary, viz., $480 to each teacher, there would be 12 teachers at $480, equal to...	5,760 00
And allowing the same expenditure for erecting school houses and teachers' dwellings, viz., $500 for each Reserve the cost of these erections on the 12 Reserves would be.....	6,000 00
Adding the cost of equipping all the new schools with proper books and school materials, say at the lowest estimate $100 for each school to be established, being 41 schools in all	4,100 00
Adding thereto the cost of food to furnish a daily meal, as proposed, of oatmeal porridge, syrup and biscuits to 5,191 pupils in 98 schools at $8 per head, equal to.....	41,528 00

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And the cost of clothing the pupils with winter and summer apparel, 5,191, at say $10 each...	51,910 00
Allowing a sufficient sum to furnish prizes to deserving pupils, say $15 to each school, 98 schools at $15 equal to.....	1,470 00
From the foregoing it will be seen that the total cost involved in increasing the facilities at present afforded at day schools for the education of the Indian children of Ontario and in improving the methods at present in operation will be.....	176,448 00

From this amount, after deducting the cost of the schoolhouses and residences, and the cost of the equipment of the new schoolhouses, $45,300 in all, the balance, viz., $131,148, will represent, approximately, what the annual expenditure on account of day schools will be; in addition to which there will also, of course, be required a certain amount of expenditure in supplying school material, keeping the building in repair, &c. For this it is difficult to estimate; but on a rough calculation it might be set down at $5,000 to meet all such requirements.

Industrial Schools.

The increased expenditure in connection with the Industrial Institutions would be as follows:—

The Mount Elgin Institution, accommodation for board and tuition for 58 additional pupils at $60 each.....	$3,180 00
The Mohawk Institute, for board and tuition of 65 additional pupils, at $60 each.....	3,900 00
The Shingwauk and Wawanosh Homes, for board and tuition of 50 additional pupils, at $60 each.....	3,000 00

The cost of the enlargement of these institutions, so as to meet the additional accommodation required, would be approximately as follows:—

The Mount Elgin Institution.....	$2,000 00
The Mohawk Institute.....	3,000 00
The Shingwauk and Wawanosh Homes.....	2,000 00
For repairs, annually.....	2,000 00
Deducting the cost of enlarging the buildings, viz., $7,000, the annual expenditure in board and tuition of the additional pupils, and in repairs, would be.....	12,080 00
Which, added to the present expenditure of $6,000 at the Shingwauk and Wawanosh Homes and at the Mount Elgin Institute, on the same account (there is no subsidy at present given to the Mohawk Institute) would make the whole amount to be expended on the above account.....	33,380 00
Adding the additional cost of establishing new day schools, the enlargement of the Industrial Institutions and the cost of the board and tuition of the pupils at both day schools and Industrial Schools, the following would be the additional amount to be provided, viz., for day schools, $146,148; for Industrial Schools, $33,380; less $6,000 already paid, $27,380; total.....	178,128 00

Total.

After deducting from which the first cost on account of buildings, viz,, $52,300; the balance, viz., $120,828, will be the additional amount to be provided annually for the support of day schools, and for the board and tuition of the additional number of pupils at the Industrial Institutions of this Province.

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Rev W.W. Shepherd -
thinks the estimated
cost of enlarging
Industrial Institutions
"weren't not more than
"cover cost of material"

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Quebec.

Schools in operation.— Schools required.

In this Province there are 10 Indian Reserves. In addition to these, there are bands of Indians on the Lower St. Lawrence, who, after returning from their winter's hunt, are in the habit of camping at the following places: Escoumains, Godbout, Sept Isles, Mingan and Musquerro.

In the County of Témiscouata, there are also wandering Indians who usually camp, during the open seasons, at Rivière du Loup and Tadousac and on the opposite side of the river, at Rimouski and at Lévis. These Indians formerly occupied a Reserve at Isle Verte, in the Township of Viger, which was surrendered by them and the land has been sold.

The total number of children of an age to attend school in the Province is approximately 673.

Of the Indian Reserves on which there are schools in operation there are three Reserves with only one school on each, whereas the number of children of school age on each would justify the establishment of more, viz., at River Desert, where there are 75 children; at Caughnawaga, 187 and at Point Bleue, Lac St. Jean, 106 children of school age. At Caughnawaga another school is, however, about to be brought into operation for the female children. In order to meet the educational requirements of the children of these three Reserves it would appear to be necessary to establish another school on the Reserve at River Désert, three additional schools on the Reserve at Caughnawaga, and another school, at least, on the reserve at Lac St. Jean.

On the Reserve at Betsiamits, where during the open season there are 181 children of school age, there is no school in operation, nor are there schools in operation at any of the points above enumerated on the north shore of the Lower St. Lawrence, to which the Indians resort in the summer season; although at Sept Isles, in the families that remain, in the open season, there are said to be 98 children of school age; at Mingan, 50; at Musquarro, 72; at Godbout, 15, and at Escoumains, 18. It is difficult to say how the education of the children at these last named points is to be accomplished. For the greater portionof the year the Indians are absent, leaving early in the month of August and not returning until about the middle of June. Their hunting grounds are distant and they are therefore obliged to leave early for the same in order to reach them in good time to commence their hunt and to arrange their winter quarters; and for the same reason, viz., the distance they have to travel, they are in the spring late in arriving at the coast. The only feasible plan by which to accomplish the education of any of the children of these nomads would appear to be by the establishment at some point of a central boarding school at which the children might remain while their parents went to their hunting grounds; but the school would have to be a large one to accommodate the number of children of school age were they all to be admitted at the same time. The whole number of children of school age at the above points including Betsiamits is 379. It is not, however, likely that the parents of the children would all agree to leave them, and the Department could scarcely calculate upon more than perhaps a quarter of that number, or in round numbers say 100 children, being left at the school. Should such a central boarding school for about 100 children be established there is no reason why the children of the nomadic Indians of Témiscouata before referred to should not also be admitted into the same.

Primary Boarding School.

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Industrial School

With a view to the higher education of the children who attend the schools established upon Indian Reserves in this Province, it would be necessary to establish an industrial boarding school at some central point, whereat Indian boys selected from the day schools, besides having the benefit of a higher education, might be instructed in trades that would enable them to obtain a livelihood after leaving the institution, and girls might receive instruction in sewing, knitting, dress-making, tailoring, baking and other household industries.

The total number of children of school age on the various Reserves in the Province is 678, and estimating that 10 per cent. of these would be eligible for admission into an industrial institution, the number to be admitted would be about 68, or say 70. It would not, therefore, be necessary to have more than one industrial school for the above purpose.

Expense

The expense involved in giving effect to the above ideas, if approved of, would be as follows :—

Five additional schools at River Desert, Caughnawaga and Lac St. Jean, at a salary of say $480 for each teacher	$2,400 00
Additional amount required, viz., $240 for each, to bring up the salaries of the teachers of the three schools at present in operation on those Reserves to $480 for each teacher	720 00
Additional amount required to increase the salaries of 11 teachers on the Reserves at Restigouche, St. Francis (2 schools), Maria, Lorette, St. Régis (4 schools), Temiscamingue (2 schools), from the salaries at present received by them, $240 to $480 each per annum	2,640 00
The cost of mid-day meal for the pupils at the 19 day schools, estimating the outside number of children to be provided for at 678, and at the rate of $8 *per capita*	5,384 00
Adding cost of erection of five additional school buildings and residences at $500 each	2,500 00
Fourteen residences for the teachers at $300 for each	4,200 00
Cost of clothing for the children attending the day schools, $6.50 for winter uniform and $2 50 for summer uniform, 678 children at $10 each	6,780 00
Cost of prizes for pupils, 19 schools at $15 each	285 00
Cost of erection of a central boarding school for the Indian children of the Lower St. Lawrence, to accommodate 100 children, about	4,000 00
Cost of tuition and board, &c., of these children at $100 each per annum	10,000 00
Cost of building for an Industrial School for children selected from 19 Reserve schools	8,500 00
For tuition, board, clothing, &c., thereat of 70 children at $60 each	4,200 00
Cost of furniture and school material	2,500 00
Total amount to be provided in the first instance.	$49,059 00

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The above estimate in regard to the boarding school for the Lower St. Lawrence and the industrial school for the children from day schools on the Reserves is based upon the supposition that, as in the case of the Mount Elgin Industrial Institution in Ontario and the Shingwauk and Wawanosh Homes at Sault Ste. Marie, some religious denomination or benevolent society will share the expense of the tuition, board, &c, of the children. Should, however, this prove not to be the case and the whole expense have to be borne by the Government, the estimate would have to be increased to the extent of at least two-thirds.

Deducting first cost of buildings and of furniture, $16,700, the balance, $82,859, shows the additional amount required annually for educating the Indian children of the Province.

Professor Wood -

Thinks the question of the Education of the Quebec nomads is "a "very difficult" one, but that the establishment of the Central Boarding School is as near as feasible.

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Nova Scotia.

Day-Schools.

Number in operation & Number required

There are in this Province 18 Indian Reserves, and the total number of children of school age is 486.

The following Reserves have each one school in operation upon them, viz.: at Cow Bay, in the County of Halifax, where there are school children to the number of 20; Whycocomagh, in the County of Inverness, the number of school children being 34; Eskasoni, in the County of Cape Breton, the number of school children being 21; at Indian Cove, in the County of Pictou, with a school population of 35; New Germany in the County of Lunenburg, having 25 children of school age; Red Islands, in the county of Richmond, with a school population of 45; Middle River, in the county of Victoria, having a school population of 30; Bear River, in the County of Digby, having a school population of 71.

With the exception of the last named Reserve, the number of children of school age on each of these Reserves is not greater than one teacher should be able to instruct. On the Bear River Reserve, however, there would appear to be a larger number than any one teacher can properly manage.

On the following Reserves there are no schools in operation:—

Sheet Harbor, in the County of Halifax, where there are 15 children of school age; Shubenacadie, in the County of Hants, where there are about 40 children of an age to attend school; Franklin Manor, in the County of Cumberland, with children of school age to the number of 12; at Truro, in the County of Colchester, where there are 20 children sufficiently old to attend school; in the Counties of Annapolis and Shelburne, the number of children of school age being 38; in Queen's County, where there are 20 children of an age to go to school,; in the County of Antigonish, where there are about 40 children old enough for attendance at school; in King's County, the number of children of school age being 30.

It will be observed from the foregoing that there are 8 Reserves in the Province with schools established on them; while there are 10 Reserves without schools, although the number of children of an age to be at school on each of these Reserves, with the exception of those at Sheet Harbor, in the County of Halifax, and at Franklin Manor, in the County of Cumberland, is sufficient to justify the establishment of a school on each Reserve.

Expense.

If, as in the case of the other Provinces, the average salary at present paid the 8 teachers now employed, viz., $240 each per annum, be doubled, the additional amount required to increase the salaries now paid will be.....	$1,920 00
If 11 new schools are to be brought into operation on the ten Reserves at present without any, and another at Bear River, the total amount required for alaries for the teachers of the 11 schools would be.....	7,680 00
Adding the cost of erecting new school-houses upon ten Reserves not already supplied with schools, and of a school-house for an additional school at Bear River, as well as the costof residences for teachers at the rate of $500 for each school-house and residence the total amount to be provided for buildings would be.....	5,500 00

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And if provision of residences is to be made for the teachers of the schools at present in operation, allowing $300 for each building, $300×8	2,400 00
Adding cost of equipment of eleven new schools with proper books and school material, at say, $100 each	1,100 00
Cost of food to furnish a daily meal, as proposed, of oatmeal porridge, syrup and biscuits, to 486 children, at $8 each per school year	3,888 00
Cost of clothing 486 pupils with winter and summer apparel, at $10 each	4,860 00
Cost of providing prizes for each school, 19 schools, at $15 each	285 00
Repairs and renewing the supply of school books and material annually, say	800 00
Total amount to be provided	$26,025 00

This amount, $26,025, less the cost of the building and of equipment of new schools, viz.: $9,000, will represent the amount to be annually provided for the purposes of day schools on the Reserves in the Province, viz.: $17,025.

Industrial School.

If a central industrial institution for the instruction of boys in trades and agriculture, and of girls in sewing, dressmaking, tailoring, knitting, cooking, baking, washing, and house hold duties generally, be established, which the undersigned thinks is highly desirable in order that promising children who have acquitted themselves in a creditable manner at the day schools should receive higher educational advantages, as well as instruction in some useful trade, taking the percentage as in the case of the Provinces of Ontario and Quebec at 10 per cent. of the total school population in the Province, the number of children for whom accommodation would be required at the industrial institution would be about 50.

The approximate cost of the erection of a building for the purpose would be, say	$2,750 00
Cost of tution. board, &c., of 50 children, at $60 each	3,000 00
Cost of furnishing the building, say	800 00
Cost of repairs annually	400 00
Total cost	$6,950 00
From which, in order to show the amount to be annually provided, should be deducted the cost of the building, $2,750; and of furnishing, &c., $800, leaving as a result	3,400 00
Total Cost — And this added to the annual cost of the day schools, $17,025, will make the total annual cost of Indian schools in Nova Scotia, $3,400 +$17,025	20,425 00

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New Brunswick

Day Schools — In Operation —

There are 19 Indian Reserves in this Province, with a school population of 431

On the following Reserves schools have been established:—

At Kingsclear and at St. Mary's, in the County of York; at Tobique, in the County of Victoria; at Burnt Church and at Eel Ground, in the County of Northumberland; one school being in operation on each of these Reserves and with the exception of that at Burnt Church, where there are 75 children of school age, one school is sufficient to meet the educational requirements of the children so far as can be judged from the number on each Reserve.

There are 14 Reserves without schools. Of these the Reserves at St. Andrew's, in the County of Charlotte, St. John, in the County of St. John; Edmundston, in the County of Madawaska; Red Bank, in the County of Northumberland; Shediac, in the County of Westmoreland, and Folly Point, in the County of Westmoreland, have not a sufficient number of children of school age to justify the establishment of a school on each Reserve, none of them having more than 10 children of an age to attend school, and the majority of them only from 4 to 9 children.

Additional. — The other Reserves, in view of the number of children of school age upon them, should have schools established thereat, viz., at Woodstock, in the County of Carleton, where there are 20 children; Apohaqui, in the County of King's, where there are 14; Dalhousie, in the County of Restigouche, where there 12 children; Bathurst, in the county of Gloucester, having 13 children; Indian Island, in the County of Kent, with 22 children; Big Cove, in the same county, having as many as 61 children; and Buctouche, also in the County of Kent, 16 children.

Of these last named Reserves, that at Big Cove is the only one on which there would be a necessity, apparently, for the establishment of more than one school, there being, as above stated, 61 children of school age upon it, which number should afford an attendance sufficient for two schools.

Expense. —

Allowing two schools for that reserve and one school for each of the others, there would be 8 new schools to be established, which, at $480 salary for each teacher, would cost for salaries	$3,840 00
And adding the additional cost of increasing the salaries of the present teachers of the 5 existing schools by $240, the additional amount to be provided for salaries for those teachers would be	1,200 00
The cost of building 8 new school-houses and residences for the teachers, say at $500 each, would amount to	4,000 00
And to this should be added the cost of 5 residences for the teachers of the existing schools, at say $300 each	1,500 00
Cost of equipment of the 8 new schools, with proper books and school materials, at say $100 each, would be	800 00
Cost of food to furnish a daily meal, as proposed, of oatmeal porridge, syrup and biscuits, to 384 children, at $8 each per school year	3,072 00

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Cost of clothing the same number of children with winter and summer apparel, at $10 each.....	3,840 00
Cost of providing prizes for each school, 13 schools, at $15	195 00
For repairs and renewal of supply of school books and material annually.....	650 00
Total additional amount to be provided..	$19,097 00

This sum, less the cost of the buildings and of equipping the new schools, viz., $6,300, will represent the additional amount, viz., $12,797, to be annually voted for day schools on the reserves in this Province.

Industrial School —

If the proposition to establish a central industrial institution in this Province should be approved of, the number of pupils who would attend, at the rate of percentage adopted for the other Provinces, viz., 10 per cent. of the children of school age, would be about 44; but it is considered that, as already stated, on several of the reserves above-mentioned, there is not a sufficient number of children of school age to justify the establishment of a day school, provision should be made in the said central industrial institution for the admission of these children thereto; and this would occasion a necessity for a larger building, as there are altogether 37 children of school age on the several reserves referred to; consequently the total number to be provided for in the industrial institution would be 44+37=81 children

It is possible, however, that arrangements might be made by which the children of some of the reserves last referred to, which may have public schools in the vicinity, might be admitted to the same; and if such could be effected, there would, of course, be no necessity for so large a building; but it may be concluded that it will not be possible, in the majority of instances, to effect such an arrangement, and allowing that one-half of the number of children of school age on these reserves, say 18, would be admitted to the institution, provision would then have to be made for 62 children, and the approximate cost of the erection of a building for the accommodation of that number it is thought would be about $3,000 00

Expenses —

Cost of board and tuition of 62 children, at $60 each per annum.....	3,720 00
Cost of furnishing the building and equipping it, &c., say.....	800 00
Cost of repairs and school material annually, say	400 00
Total amount to be provided would therefore be.....	$7,920 00

From this amount, in order to show the sum to be annually provided, must be deducted the cost of the buildings and of furnishing the same, $3,800, leaving as the result $4,120, and this amount added to the actual cost of the day schools, $12,797, will make the total additional annual cost of Indian schools in New Brunswick $16,917.

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Prince Edward Island.

The Day School operation — Expense of Improvement —

In this Province there are two Reserves The larger one consists of Lennox Island, and the smaller one is situated in Township No 39. In the latter there are but a few families, and the number of children of an age to attend school being only 6, no school has been established on the Reserve On Lennox Island, however, there are 67 children old enough to be at school, and there is one in operation ; but the attendance thereat is very small ; indeed there are only 22 names on the school roll, and the average attendance falls, as a rule, far short of that number. The teacher is favorably reported of, but as he combines with his office of school teacher that of Indian Agent, it is probable, as has frequently been alleged by the incumbent, that the duties of the one office interfere with those of the other, and that were the offices separated, the school teacher, having nothing but his school to attend to, would be able to give closer attention to his duties, and both the attendance at and efficiency of the institution would be thereby greatly enhanced.

The school teacher, who as above stated also fills the position of Indian Agent, receives for the two offices a salary of $500 per annum, divided thus : $300 as agent, and $200 as teacher. Should it be decided to dissociate the positions, and to place the teacher on a similar footing as respects salary and residence, as is recommended in the case of teachers of Indian schools elsewhere, the present compensation of $200 would have to be increased by	$280 00
And cost of a dwelling house for the teacher, say	800 00
Additional furniture, desks, &c.....	100 00
Daily meal of porridge, syrup and biscuits for 67 children, at $8 each per annum.....	536 00
Clothing 67 children, at $10	670 00
Prizes for children.....	25 00
For repairs annually to buildings and renewal of school material.....	50 00
Total additional amount to be provided..	$1,961 00

And to ascertain the additional amount to be *annually* voted, the sums above stated as necessary for cost of teacher's house, $300 ; additional furniture, books, &c., $100 ; making together $400, should be deducted from the total amount above stated, which will give as a result, $1,561.

Industrial Education —

The small number which, at 10 per cent. of the school children would be available for promotion to an industrial boarding school, might be accommodated in the institutions of that type proposed to be established in Nova Scotia and New Brunswick ; and as respects the 6 children on the Reserve in Township 39, arrangements might possibly be made for their admittance into the nearest public school in that locality.

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— Manitoba & Keewatin.

Lake Winnipeg Agency.

Dag —

On Lake Winnipeg there are 11 Reserves, with 691 children of an age to attend school, distributed as follows:—At Black River, 23; Hollow Water, 32; Loon Straits, 19; Blood Vein, 31; Jack Head, 19; Fisher River, 85; Berens River, 73; Grand Rapids of Berens River, 68; Poplar River, 57; Norway House, 208; Cross Lake, 90. There are schools in operation on 7 of these Reserves, viz., at Hollow Water, Loon Straits, Fisher River, Berens River, Poplar River, Norway House (2), and Cross Lake. On 4 Reserves there are no schools, viz., at Black River, Blood Vein Creek, Jack Head, and at the Grand Rapids of Berens River. There is a sufficient number of children of an age to attend school on each of the Reserves last mentioned, and, therefore the establishment of a school on each Reserve would be justifiable. And, on each of the Reserves at Fisher River, Berens River, Grand Rapids, Poplar River, and Cross Lake, the number of children would justify the establishment of 2 schools instead of one such institution. And on Norway House Reserve, where there are 208 children of an age to attend school, there should be 4 instead of 2 schools in operation. The average salary paid the teachers of Indian Schools on Lake Winnipeg, is $300 per annum, which is a wholly insufficient remuneration, and it is submitted that the salary should be increased to $480 per annum.

Such increase, if agreed to, will involve an additional grant for the 9 teachers of the schools at present in operation of $180×9.....	$1,620 00
And if the 11 additional schools above recommended are established there will be a further sum required for salaries of $480×11.....	5,280 00
And assuming that residences are to be provided for the 9 teachers at present in the service at $300 each×9 there will require to be provided.....	2,700 00
And schoolhouses and residences for the 11 new teachers at $500 each will cost $500×11.....	5,500 00
Add cost of equipping the 11 new schools with furniture and school material, say, for each $100×11.....	1,100 00
Cost of furnishing food for 691 children, at $8 each per annum.....	5,528 00
Expense of clothing the same number, at $10.....	6,910 00
Cost of prizes for 20 schools, at $15 each.....	300 00
Cost of repairs to buildings and renewal of school material annually.....	1,000 00
The total sum to be provided for Indian schools on Lake Winnipeg in addition to the amount already granted will then be.....	$29,938 00
From this amount should be deducted the cost of new school buildings $8,200 + cost of equipment, 1,100.....	9,300 00
And the result will give.....	$20,638 00

as the additional amount to be annually voted for the 17 schools in this agency.

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"1"

Industrial School.

An industrial institution, with a capacity of accommodation for 70 pupils, should be established at some central point, into which the most promising and furthest advanced children from the day schools of the district might be drafted. Berens River Reserve, whereon the Indian Agent for the locality resides, would appear to be the most suitable location for such an establishment

The cost of erecting a building for the above purpose at Berens River would be, it is thought, about	$10,000 00
And provided some religious and benevolent body will co-operate, the expense to the Department connected with the board, clothing, tuition, and instruction in industries of 70 children may be placed at $100 *per capita*	7,000 00
And the cost of keeping the institution buildings in repair at	800 00
The total amount to be in the first place provided will therefore be	$17,800 00
And there will require to be annually voted for maintenance of the institution that sum less cost of building $10,000	7,800 00
The additional amount that will therefore be annually required for maintenance of day schools and of the industrial institution will be $20,638 + $7,800	$28,438 00

The Bishop of Keewatin said says:
The Reserves are so small along the Winnipeg that it is difficult to deal with them, but one or two of the largest might have Industrial Schools.

Hon. C. E. Dunning says:
The Industrial School should be nearer a town or thickly settled section of country, as otherwise one of the great benefits of its establishment will be lost

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St Peter's Agency.

May — Schools in Agency Reserved

In the St. Peter's Agency there are 466 children of an age to attend school, viz., on the Reserves as St. Peter's 328, on that at Broken Head River 30, and on the Reserve at Fort Alexander 108. On the St. Peter's Reserve there are 6 schools in operation, but there would appear to be a sufficient number of children to admit of the establishment of two additional schools; on the Reserve at Broken Head River there is one school, and on that at Fort Alexander there are 2 schools in operation.

As in the case of the Lake Winnipeg reserves the average salary paid the school teachers in this agency is $300 per annum. If, as has been recommended as respects teachers in other agencies, and which appears worthy of adoption in this agency, their salaries are increased to $480 each, there will be required an additional amount for the 9 school teachers now employed at $180 each of	$1,620 00
And if two additional schools are established on the St. Peter's Reserve as recommended, salaries of $480 each will require to be provided— $180 × 2	960 00
And should residences for the 9 teachers now employed be built at, say $300, for each building, the cost will be	2,700 00
To which add cost of schoolhouses and residences for two new teachers on the St. Peter's Reserve, at $500 each	1,000 00
And cost of furniture for the same and of school material, say $100 for each	200 00
And the expense of furnishing a mid-day meal for the 466 children of the agency, at $8 each per annum	3,728 00
Also of clothing the same number of children, at $10 each per annum	4,660 00
And of providing prizes for 11 schools, at $15 each per annum	165 00
Cost of repairs to buildings and of renewing school material annually at $50 each × 11	550 00
Total of first cost	$15,583 00
From this sum should be deducted the cost of new buildings, $3,700, plus the equipment of the two new schools, $200	3,900 00
And as a result we have	$11,683 00

as the additional amount to be annually granted for the maintenance of the 11 schools of this agency.

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Industrial Schools

The number of children of school age in the agency being 466 and the proportion of 10 per cent. being taken as a proper estimate of the number adaptable for introduction into a school of industries, there would be, in round numbers, 47 children for admission into such an institution.

The cost of a building for the accommodation of that number of pupils would be, say.....	$6,000 00
The cost of tuition, industrial training, maintenance and clothing of 47 children, at $100 each per annum.....	4,700 00
The cost of keeping the buildings in repair per annum, say.....	800 00
The total amount that must be in the first place provided will therefore be.....	$11,500 00
And to be annually voted $11,500—$6,000 (the cost of building).....	5,500 00
The additional sum that will be required annually for maintenance of the day schools and of the industrial institutions of this agency will therefore be $11,683 — $500	17,183 00

The Bishop of Rupert's Land says, "There should be two or three [day] schools in the large Reserve at St Peter's & Fort Alexander."

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Lake Manitoba & Portage la Prairie.

In the Lake Manitoba Agency there are 9 reserves with 10 schools in operation, and in the Portage la Prairie Agency there are 4 Reserves with 1 school. It would appear convenient to deal with these two agencies together as respects school matters.

In the former th re are 297 children, and in the latter 70 children of an age to attend school, distributed as follows: At Sandy Bay, 3; Lake Manitoba, 32; Ebb and Flow Lake, 25; Fairford, 90; Little Saskatchewan, 28; Crane River, 30; Water Hen River, 46; Duck Bay, 15; Rosseau River, 30; Long Plain, 20; Swan Lake and Hamilton's Crossing, 20. On all of these Reserves, excepting at Long Plain, Swan Lake and Hamilton's Crossing, schools have been established. At Fairford, where, as above stated, there are 90 children of school age, 2 schools are in operation; at Rosseau River, the school is kept in the private house of an Indian, owing to the want of a public building for the purpose. At Long Plain, there being 20 children of an age to attend school, one should be established, and as there is a similar number at Swan Lake and Hamilton's Crossing a school might be started at the latter point, where the most of the Indians reside.

The average salary of the teachers in these agencies is as in the other Agencies, $300 per annum. Should it be decided to raise the salaries of the teachers to $480, the additional amount required for the 11 teachers at present employed would be $180 × 11.....		$1,980 00
And should schools be established at Long Plain and at Hamilton's Crossing, the amount required for salaries of teachers will be $480	2	960 00
The cost of erecting residences for 10 teachers where schoolhouses have been erected at $300 each, would be.....		3,000 00
And of building a new schoolhouse and teacher's residence at Rosseau River.....		500 00
And of erecting similar buildings at Long Plain and Swan Lake, $500 × 2.....		1,000 00
Cost of furnishing the 3 new schools and of school material for the same, $100 × 3.....		300 00
Expense of supplying a mid-day meal to 367 children, at $8 each per annum.....		2,936 00
Cost of clothing the same number, at $10 each per annum.....		3,670 00
Providing prizes for 11 schools, at $15 each per annum.....		165 00
Repairs to buildings and school material for 14 schools, $50 at each per annum.....		700 00
The total additional amount to be provided in the first place for day schools in these agencies will therefore be.....		$15211, 00
And deducting therefoom the cost of buildings and furnishing the same, $4.500 + $300		4,800 00
The result		$10,411 00

gives the amount to be annually voted for the maintenance of day schools in these agencies.

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KODAK SAFETY ▲ FILM

Industrial School.

And allowing, as in the other agencies, 10 per cent. of the children as eligible for admission into an industrial institution, a building would be required of a capacity to accommodate 87 pupils.

The approximate cost of such a building would be	$5,000 00
And of furniture and school apparatus.....	1,000 00
And the cost of tuition, instruction in industries, clothing and board for 87 pupils at $100 each per annum would be.....	8,700 00
And the expenditure for repairs and equipment, annually.....	800 00
Total amount to be provided..	$10,500 00
And deducting therefrom the first cost of building and equipping, $5,000 × $1,000.....	6,000 00
The result, viz, ...	$4,500 00

shows the amount to be annually voted for maintaining the institution, and this sum, $4,500 + $10,411 = $14,911, will represe nt the total additional amount to be annually provided for day and industrial schools in these agencies.

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Birtle District.

Day Schools.

In the Birtle District there are 14 Reserves, with 927 children of an age to attend school, distributed as follows:—On the Reserve of the Sioux at Bird Tail Creek there are 52 children: on the Oak River Sioux Reserve, 108; on the Oak Lake Sioux Reserve, 16; on the Turtle Mountain Sioux Reserve 14; on the Reserve of Coté's Band, 141; on the Reserve of Keesee-kouse, 94; on the Reserve of Way-way-se-cappo, 50; on the Reserve of the Gambler, 94; on the Reserve of Keesee-kow-we-nin, 52; on the Reserve of The Key, 116; on the Reserve of South Quill, 60; on the Reserve of Pheasant Rump, 28; on the Reserve of Red Ear, 32; on the Reserve of White Bear, 70. Schools are in operation on six of these Reserves, viz, on Bird Tail Creek, Oak River, Coté's, The Key's, Keesee-kouse, Keesee-kow-we-nin

On the Reserve on Oak River there is only one school, whereas there is a sufficient number of children (108) of school age thereon to justify the establishment of another school; and on the Reserve of Coté there is only one school while there are 141 children, being sufficient for an attendance of over 40 at 3 schools; on the Reserve of The Key there are 116 children and only 1 school, whereas for that number of children there should be 3 schools in operation; on the Reserve of Keesee-kouse there are 94 children and but one school, whereas there should be two schools in order to afford sufficient instruction to that number of children. On the Reserves at Oak Lake and Turtle Mountains, having respectively 16 and 14 children, there are no schools; the same remark applies to the Reserves of Way-way-se-cappo, where there are 50 children, of the Gambler, where there are 94, (being sufficient to afford an attendance of 47 each to 2 schools); of South Quill, having 60 children, a sufficient number for 2 schools; of Pheasant Rump, with 28 children, of Red Ear, having 32 children; and of White Bear, where there are 70 children, or a sufficient number to afford an attendance at two schools, of 35 to each

The average salary paid school teachers in this district is $300 per annum. Should it be decided to increase the same to $480, it will involve an increased grant of for six teachers at $180 each.....	$1,080 00
And should there be established, as above suggested, another school on Oak River Reserve and two additional schools on the Reserve of Coté, and a like increased number of schools on the Reserve of The Key, and one more school on that of Keesee-kouse, and one school on each of the Reserves at Oak Lake, Turtle Mountains, and a school on each of the Reserves of Way-way-se-cappo, South Quill, Pheasant Rump, Red Ear, and two schools on each of the Reserves of the Gambler and Red Bear —for the teachers of these seventeen schools provision of salaries at $480 each will have to be made, $480 × 17.....	8,160 00
And should residences be provided for the six teachers at present employed, at say $300 each, $300 × 6.....	1,800 00

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And school houses and residences for seventeen teachers, at $500 each	8,500 00
Cost of furniture for the seventeen new schools and school material for the same, at $100 each.	1,700 00
Expense of supplying mid-day meal to 927 children at $8 each per annum	7,416 00
Cost of clothing 927 children, at $10 per annum each	9,270 00
Provision of prizes for twenty-three schools, at $15 each per annum	345 00
Repairs and school material at $50 each per annum, $50 × 23	1,050 00
The total additional sum required will in the first instance be	$39,821 00
Deduct therefrom cost of buildings and of furnishing the same $10,300 + 1,700	12,000 00
and the result	$27,821 00

will show the additional amount to be annually provided for the maintenance of day schools in the Birtle Agency.

Industrial School.

An industrial institution of capacity to lodge ninty-three children should be established

The approximate cost of a building for such a purpose would be	$10,000 00
And the cost of clothing, board, tution and instruction in industries of ninety-three pupils, at $100 each per annum would be	9,300 00
The cost of equipment of the institution say	2,400 00
And of repairs and school material annually	1,600 00
Total amount to be provided	$23,300 00
Deduct therefrom the first cost of building and equipment	12,400 00
and the result	$10,900 00

will represent the amount to be annually provided for the maintenance of the institution and that amount, $10,900 + $27,321 = $38,121, shows the additional sum total required annually for maintenance of day schools and of an industrial institution in this agency.

At Birtle.

The undersigned would recommend that the latter institution be established at Birtle, which is the headquarters of the agency, and the agent could then personally, from time to time, inspect the institution and exercise a general supervision over the expenditure at and management of the same.

Hon. John Schultz
Thinks the estimated cost of building the Industrial School is too Low, & that

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an allowance of $100 for
each pupil is too small.
Humble J. Dewdney
Considers etc
estimated number of children
to be excessive. The estimate-
as follows: "Cote 80, Key 55
"Poosee Komoo 51, Keesekoowenin 40,
"Waywayseecappo 33, Jambeer 34,
"Swan Lake 30, Okanase Ramp 21
"Red Ean 12, White Bear 20
"Oak Lake 16, Y. Mountain 14
"Bird Tail Cr. 52, Oak River 108"
Making a total of 590
instead of 500).
The "Industrial School,
the Chiefs," will cost nearer
"$30,000 than $10,000"; and
he asks "will not the per
cap. cost exceed $100. if
at least in the first instance.
the Institution is to be
entirely maintained by the Dept.
the agency that Battle would
be the best place for the
Industrial School.

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North-West Territories.

District of Assiniboia.

The District of Assiniboia is dividedin to five agencies. The Assiniboine or Indian Head Agency, in which there is but one Reserve known as Jack's, having 53 children of an age to attend school and where one school is in operation.

The Crooked Lakes Agency, embraces four Reserves, viz., the reserve known as Coweses', with 35 children of an age to attend school, and where there is one school in operation, Ochapawasis', having 50 children of school age, but no school, Sakiway's, which has 44 children old enough but having no school to attend. Ka-kee-wis-ta-hau's, with 23 children of school age but no school in operation; the File Hills Agency, which embraces four reserves, viz., Little Black Bear's, with 20 children of an age to attend school and one school in operation, Star Blanket's, with 18 children old enough but having no school to attend, Okanee's, having 10 children of sufficient age to attend but no school in operation, Pee-pee-kee-sis', having 19 children of school age but no school in operation.

Muscowpetung's Agency includes four reserves, consistingof Pasqua's, with 65 children of school age and one school in operation, Muscowpetung's, having 20 children of an age to attend school but no school in operation, Pinpot's, where there are 46 children old enough to attend and one school in operation, Standing Buffalo's, having 52 children of school age and one school in operation

The Touchwood Hills Agency, contains five reserves, viz., Poor Man's, having 46 children of an age to attend, but having no school, Day Star's, with 25 children of school age but no school, Gordon's, having 55 children of an age to attend and one school in operation, Muscowequan's, with 30 children sufficiently old to attend school and one in operation, Yellow Quill's, having 40 children sufficiently old but no school to attend.

From the foregoing it will be observed that of the four reserves in the Crooked Lakes Agency there isonly one with a school on it, although on each of the other three reserves there is a sufficient number of children of an age to attend school if one were established; also that in the File Hills Agency there is only one school, although there are four reserves, and that on two of these reserves, if not on the three, the number of children of school age is sufficient to justify the establishment of a school on each. In the Muscowpetung Agency of the four reserves only one is without a school, but there being 20 children of school age thereon, one might very properly be established. Another school on Pasquah's Reserve, where there are 65 children of school age, would not be too many.

In the Touchwood Hills Agency out of five reserves only two have schools on them, whereas on each of the three other reserves the number of children of an age to attend school would justify the establishment of one school, and on one of those upon which one school exists the number of children is sufficient to afford a fair attendance for two schools.

On Jack's Reserve, in the Assiniboine Agency, there are, as above stated, 53 children and one school; another school would not be too many.

As elsewhere in the North-West, the average salary of the school teachers at these five agencies is $300 per annum.

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If it be decided to increase the same to $180 per annum, the additional amount to be provided for the eight teachers at present employed, will be $180 × 8	$1,440 00
And for teachers of the 13 new schools proposed to be established, $180 × 13	2,340 00
If teachers' residences for the 8 now employed are to be erected, the cost, at $300 each, will be	2,400 00
And of school houses and teachers' residences for 13 new institutions, at $500 each	6,500 00
Cost of furnishing and supplying material for 18 new schools, at $100 each	1,800 00
Cost of supplying a mid-day meal to 628 children, at $8 each per annum	5,024 00
Cost of clothing same number of children, at $10 each per annum	6,280 00
Cost of providing prizes for 21 schools, at $15 each per annum	315 00
Repairs and school material for 21 schools, at $50 each per annum, $50 × 21	1,050 00
Total expense to be incurred in first instance	$26,849 00
Deducting first cost of building and furnishing, $8,900, + 1,300	10,200 00
And the result	$16,249 00

gives the additional amount to be annually provided for the maintenance of schools in these agencies.

There is already an industrial institution at Qu'Appelle, conducted under the auspices of the Roman Catholic church, which is probably of sufficient capacity to accommodate such number of children, of Roman Catholic parentage, from the day schools of these agencies, as well as from the Reserves of the Birtle, Prince Albert and Duck Lake and Pas Agencies, as may be selected as eligible for promotion into a higher school, and it is proposed to establish, as soon as possible, in the vicinity of Regina, another institution of the same type, to be placed under the Presbyterian Church, and when the same shall have been opened, it should be sufficient for the more advanced pupils of the day schools, of Protestant parentage, in the five agencies last referred to.

Miss Price
School
Accommodation

Father Lacombe
The Qu'Appelle Institute,
he says, is not sufficient for
the Catholic Children, "as the
"Dept has already refused to
"receive Catholic children in

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this Institution"; and
he states it is proposed
"to apply to the Dept to
"grant another Catholic
"Industrial School in the
"Valley of the Saskatchewan,
"about Fort Pitt."
Rev. E. Dewdney says.
"The Pines Lake-
"Boarding & Industrial
"School should be considered
"with reference to the Crooked
"Lake & File Hills agencies"
Both these schools
draw so largely from the
Reserves in the Crooked Lakes
Agency "that Convent School
has been ordered to be closed."
"The pagan influence
"of the File Hills Band
"renders a boarding school
"very desirable" The Presbyterian
are establishing one, "as
"the day School on Black-
Bear's Reserve has not been
"successful" They are also

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establishing a boarding
school in the immediate
neighborhood of the encampments
Reserve

"Those of the Encampment
"Reserves," Mr. Dewdney says,
"have schools, one having
"been recently opened at
"Muscowpetung. Six recalled
"children that can attend
"the existing schools might
"well be gathered into a
"boarding school."

"Another school," he adds,
"would not be too much on
"Jack's Reserve if the children
"could be got to attend, but

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District of Alberta – Southern Part

Blackfeet, Sarcees &c.

Difficulty of Successful Educational Effort among them.

The southern part of the District of Alberta is the most difficult field in which to accomplish anything in the educational line. The great majority of the Indians are of the Blackfoot Nation, and having but little intelligence in respect to such matters, they consequently have little or no appreciation of the benefit of education for their children. They therefore have availed themselves but slightly of the scanty facilities afforded for educating them by the few day schools established by missionaries, and so discouraged have the teachers become that of the five schools formerly in operation only one remains at present open. That school has on its roll the names of 100 pupils, but the daily average attendance is very far short of that number, and even were the daily attendance equal to the number on the roll it would be but a poor showing for 1,940 children of school age on the three Reserves.

Nor have the attempts made to induce the parents to allow their children to remain at the Industrial Institution established at High River for the special benefit of the Blackfeet youth been successful, and the Department has consequently been obliged to draw from the more northern Cree Reserves of the district for inmates of that establishment. It is difficult to determine what measures should be adopted to effect a change of sentiment as respects education in these people. The attractive power which doubtless will be exercised over the minds of the Indian children on the other Reserves by a mid-day meal being given those attending school would, it is feared, fail of its object in the case of the Blackfeet children, inasmuch as, owing to the special circumstances surrounding those Indians in consequence of the extinction of the buffalo, on which they solely subsisted in times past, the Department has been obliged to regularly ration the whole nation with meat and flour. This has not had to be done with any of the other tribes, as they were not so wholly dependent as the Blackfeet on buffalo for a subsistance, their Reserves being situated in a country frequented more or less by wild fowl and other game of large and small size. The Department has therefore merely ministered to their actual necessities as they arose and thrown them mainly on the above resources and on the produce raised on their land for sustenance. It will thus be readily seen how difficult, and in fact impossible, it would be to induce the Blackfeet children, who are accustomed to a diet of meat and flour daily, to attend school where they would only get a meal of farinaceous food. The plan might be adopted of deducting a sufficient proportion of the shares of the children of school age from the rations deliverable to the parents for their families and have the same cooked for a mid-day meal for the pupils attending the day school. It might, however, cause considerable dissatisfaction were this to be done without the parents' consent. The presentation of cheap but showy prizes, consisting of such articles as would be specially attractive to the children, at the end of each week to regular attendants at the schools, who were otherwise deserving, would probably have a good effect in ensuring regularity and docility on the part of the pupils, and might go far towards inducing their parents to consent to the deduction of the proportionate share of rations for the mid-day meal for their children, and if necessary cause them to compel their children to attend regularly. Indeed some small remuneration might be given the parents with a view to ensure their co-operation in this much-to-be-desired end.

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The number of children of age to attend school in these tribes is [illegible] total 1,940, and estimating 40 children for each school the number of schools that should be established is 48, and these at a salary of $480 for each teacher would involve an expenditure for salaries of $480 × 48		$23,040 00
And for school and teachers houses at $500 each		24,000 00
For furniture and school material, at $100 each × 48		4,800 00
Cost of clothing 1,940 children, at $10 per annum each		19,400 00
Cost of providing prizes for 48 schools, at say $40 each per annum		1,920 00
Repairs and material for 48 schools, at $50 each per annum		2,400 00
Total expense to be incurred in first instance		$75,560 00
And deducting therefrom the first cost of building and furniture		28,800 00
The result		$46,760 00

shows the amount to be annually incurred for the maintenance of the schools among the Blackfoot Nation, which, it may be here stated, comprises three bands, consisting of Blackfeet proper, Bloods and Piegans, with the tributary tribes, though not allied to the Nation by ties of consanguinity, of Sarcees.

Sarcees—

The reserve of these last named Indians is situated about 12 miles to the south-west of Calgary, and on it there are 40 children of an age to attend school and one school in operation, the average daily attendance at which is however only five. The same measures recommended to induce a larger attendance at schools on the Blackfoot Reserves should be adopted as regards this Reserve, as these Indians are manifestly as indifferent respecting the education of their children as their Blackfeet confrères.

Cost of Maintaining School

The following is a statement of the expense to be incurred on the Sarcee Reserve:

To increase salary of teacher from $300 to $480 per annum	$180 00
To erect a dwelling house for the teacher	800 00
To provide clothing for 40 children, at $10 each per annum	400 00
For prizes for the school per annum	40 00
For repairs and material for one school annually	50 00
Total amount to be expended in the first instance	$970 00
From which sum after deducting cost of building	800 00
The result	$670 00

gives the additional amount to be annually provided for the maintenance of the school.

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Industrial School Accommodation

The number of children of an age to attend school on the Reserves of the Blackfeet Nation and Sarcees being 1,980, the number available at 10 per cent. for transfer to industrial institutions would be 198. The institution at High River is not sufficiently large to accommodate that number of pupils were it otherwise desirable to place all the children in one institution, which it is not, as both Episcopal and Methodist missionaries, as well as Roman Catholic, have for several years been carrying on mission work on these Reserves, and it would therefore appear advisable to have another industrial school for the training of the more advanced children of adherents of the Protestant bodies whose missionaries are operating on the Reserves

Cost

In the event of this proposition being acted upon, the expenditure for the erection of a building to accommodate 100 pupils would approximately be.....	$12,000 00
And the cost of clothing, feeding and instructing in trades and for the tuition of 100 pupils, at $120 each per annum, would be.....	12,000 00
Cost of furniture and equipment, with school materials, say.....	2,000 00
For repairs, annually, and renewing school material, furniture, &c.....	1,000 00
For prizes for pupils	300 00
Total expenditure in first instance.....	$27,300 00
From which, after deducting cost of building and furnishing.....	14,000 00
The result.....	$13,300 00

shows the amount to be annually provided for maintenance, and this sum added to the amount above shown to be required for maintenance of day schools, will give the additional sum to be provided annually for day schools on the Blackfeet Reserves and on the Reserves of the Sarcees, and for the proposed industrial institution, viz., $46,760 + $670 + $13,300 = $60,730

Father Lacombe -

There are two Catholic Schools, he says, open & at work - "one at Crowfoot & one at the Piegans"

He complains that the Indian agents of Treaty 7 did "very little to help the=

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"Industrial School at
"High River", & if they had
interested themselves, he
says, there would not
have been so much
difficulty in getting pupils
to attend; and, he adds,
that if the school were
under the auspices of
another denomination
the Agents would have done
their duty better.

He has tried the
mid-day meal, & it is,
he says, a great inducement
even among the Blackfeet,
Bloods, Peigans &c. He says
the Children would not
be dissatisfied with a
farinaceous meal as it
would be a change,
and the Indians would oppose
the deduction from their
rations of the Mid-day
meal for the

He considers the

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giving some remuneration
to the Bureau the best
plan for ensuring their
co-operation.

As to the Industrial
Schools for those Indians
Mr. Lacombe says: "Are we
"to have three Protestant
"Institutions for one Catholic?"
Rev. John McLean, M.A. says
"There must surely be
some mistake about the
number of children of school
age in this Confederacy - 1,940.
"If 8 schools on the three Reserves
"named be a correct Expenditure
of money. There named not be
work for more than four or five
schools in the Blood Reserve
with a teaching staff of 8 or 10.
"Young Cads from 14 years of age
"will not attend school; & the
"remarks respecting the
"immorality of the British Columbian
Indians with regard to young girls
apply here. On the Blood

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"O

"Reserve. 4, or at most 5,
"Central Schools will re-main
"Female teachers each, owned
"accomplish all and desired"
It seemed not to be well,
he thinks, to deduct the mid-day
meal from the rations of the
Blackfeet Nations. The meal
for the children of the Blackfeet
nation should consist, he says,
of rice, biscuit & soup. "Let
"this," he adds "be an extra
"allowance for three years during
"which time the people should
"have made progress sufficient
"to induce the parents to have
"it cut off"

The Methodist School
at Old Sun's Reserve was not,
he says, closed from discouragement.
The teacher was found incompetent
& was discharged. The successor
was drowned. The dismissed
teacher is contending for
remuneration. Hence the closing
of the School. The Old Sun's

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however "a good two story
frame building for Teachers
Homes" has been erected,
*it is intended soon to build
"a good frame School House".
There is, he says, "a fine bell
"... ready for the School" and
"about 24 suits of clothing
"to be worn in School".
A Teacher has been offered
by the Missionary Society, Mr
McLean says, but has been
refused as it was thought
better to wait until the
Buildings were completed,
"believing that comfortable home
"will help a man with his
"work, besides the Indians
will take our Buildings ...

Hon John Schultz.

Guardian the Colonist
for the Industrial Institution

Professor Wardle.

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"number" (Can 40.

(According to his Department
a suitable Industrial School
accommodation cannot
(can be provided for
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"$12000 the Gov't will
not erect a Building for
(the Protestants -

"If an Industrial
"School is established in
"Treaty 7, should it not be
"(be so, be under the auspices
"of the Church of England, which
"Body will have in the Treaty
"(as the Battleford School
"or a non sectarian School,
"which (to the Methodists (am
"(to the Diocese of Athabasca -
"and are to have a School
"at Battle River, & the Roman
"Catholics have two Industrial
"Schools that at St Albert....
"Besides the Church of England
"(do," it seems to him, "more
Necessary Missions

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Stoney Reserve.

On the Stoney Reserve, which is situated at Morleyville in this district, there are 153 children of an age to attend school and two schools are in operation. The number of children of school age would be sufficient to justify the establishment of two additional schools on this Reserve. The more advanced pupils of the day schools on the Reserve might be admitted to the Protestant industrial institution proposed to be established in the Blackfoot country.

The teachers of the day schools at present are paid at the rate of $300 each per annum. If the same be increased to $480, the additional mount required will be $180 × 2 - - -	$ 360 00
And should two more schools be established, the salaries of the teachers of the same at $480 each per annum will be - - - -	960 00
And if residences be provided for the 2 teachers at present employed at say $300 each, the cost will be - - - - - -	600 00
And for schoolhouses and residences for 2 new teachers at $500 each - - - -	1,000 00
The expense connected with feeding 153 children at $8 each per annum will be $153 × $8 -	1,224 00
And with clothing the same number of children, 153 $10 - - - - - -	1,530 00
Cost of furniture and equipment with school material of the 2 new schools, at $100 each -	200 00
Cost of prizes for the 4 schools, at $15 each per annum - - - - - -	60 00
Repairs and renewal of equipment of 4 schools, at $50 each per annum - - - - -	200 00
The total amount to be in the first instance provided will be - - - - -	$6,134 00
From this sum should be deducted cost of building and furnishing - - - - -	1,800 00
And the result - - - - -	$4,334 00

will show the additional amount to be annually provided for schools on this Reserve

Amber Mt Dewdney says
There is never the
Reserve applications for the

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District of Alberta - Northern Part.
Peace Hills Agency.

In the northern part of the District of Alberta, the first Indian agency north of Calgary is that of the Peace or Bear Hills, where we have five Reserves, with children thereon of an age to attend school to the number of 215, distributed as follows:—On Sampson's Reserve, where there is one school in operation, 69 children; Ermineskin's Reserve, 31 children, and no school; Bobtail's Reserve, 25 children, without a school; Louis Bull's Reserve, 34 children and no school; Sharphead's Reserve, 56 children and one school. The number of children on the Reserves of Ermineskin, Bobtail and Louis Bull, where no schools at present exist, is sufficient to justify the establishment of a school on each Reserve, and the number of children (69) on Sampson's Reserve is sufficient to warrant the establishment of an additional school thereon.

The salaries paid the teachers at present employed in this agency average, as elsewhere, $300 each per annum.

Should it be decided to increase them to $480, the additional amount required to do so, in the case of the teachers at present employed will be $180 × 2	$ 360 00
And should 4 new schools be established, the salaries of 4 teachers at $480 each per annum will be	1,920 00
The cost of building residences for the two teachers now employed will be, at $300 each	600 00
And the cost of erecting schoolhouses and residences for 4 new teachers at $500 each	2,000 00
Cost of furnishing and supplying school material to 4 new schools, at $100 each	400 00
Cost of renewing supply of material and of repairs annually for 6 schools, at $50 each	300 00
Cost of supplying a mid-day meal for 215 children at $8 each per annum	1,720 00
Cost of clothing same number, at $10 each per annum	2,150 00
Cost of prizes for 6 schools, at $15 each per annum	90 00
	$9,540 00
Deducting first cost of buildings and furniture	3,000 00
The result	$6,540 00

will show the additional amount to be annually provided for maintenance of day schools in this agency.

- Father Lacombe:

"There is one Catholic School at Ermineskin

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Mrs Dewdney says.

"Muddy Bull's Band have
"had a school for some time.
"it school house was
"encharged for Exercise Stan.
"Tobtail's Band is so broken up
by withdrawals that it is
"questionable whether a school
"could be supported there; it
"was intended that they should
"go to the school for Ermine
"Skin. The location of the
"farms on Sampson's Reserve
"owned make it difficult
"for scholars to attend for
another day school"

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Edmonton Agency.

The adjoining Indian district, known as the Edmonton Agency, embraces 6 Reserves, having 209 children of an age to attend school, viz., on Pass-pass-chase's Reserve 60 children, on Alexander's 39, on Michel's 15, on Alexis' 30, on Enoch's 40, on Ironhead's 15,

On each of the Reserves of Pass-pass-chase, Alexander and Enoch there is a school; on those of Michel, Alexis, and Ironhead there are no schools. On the Reserve of Pass-pass-chase there is a sufficient number of children (60) of school age to warrant the establishment of an additional school

If this school be established and a school on each of the three Reserves now without any—4 new schools will have to be provided for. And if the salaries of the teachers of the 3 schools now in operation be raised from $300 to $480 each per annum, the additional expenses to be provided for will be:

Increase of $180 to the salary of each of 3 teachers	$ 540 00
4 new teachers, at $480	1,920 00
For residences to be provided for the 3 teachers at present employed at $300 each	900 00
And 4 new schoolhouses and teachers' residences at $500 each	2,000 00
Furniture and school material for 4 new schools, $100 each	400 00
For repairs to buildings and renewal of school material annually, at $50 each, for 7 schools.	350 00
Prizes for 7 schools, at $15 each per annum	105 00
Providing mid-day meal for 209 pupils, at $8 each per annum	1,672 00
Providing clothing for same number, at $10 each per annum	2,090 00
Total amount to be in the first instance provided	$9,977 00
From which after deducting first cost of buildings and of furniture	3,300 00
The result	$6,677 00

shows the additional amount to be annually provided for day schools in this agency

Father Lacombe —
These Indians are
mostly catholics, he says, and
the teachers should be of the
same [illegible]

The Hon'ble Mr Dewdney says:
[illegible]

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has been broken up by the Canadian Pacific Railway so far scattered on the Reserve together as they used to be. Their Reserve 'Standoff' & other Chiefs by hunting which

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Saddle Lake Agency.

The Saddle Lake Indian Agency comprehends the seven Reserves lying east of the Edmonton Agency, and they contain 250 children of an age to attend school distributed as follows: On Saddle Lake Reserve 80 children, Muskegwatties 23, Blue Quill's 13, Seenum or Pecan's, 112, Chippewayen's 31, Antoine's 30, Pooyesis' 11. On three of these Reserves, viz., at Saddle Lake, Seenum's, Pooyesis', there are schools in operation, on the other four Reserves there are no schools. The large number of children (112) on Seenum's Reserve makes it apparent that 3 schools instead of 1 should be in operation there. If therefore 2 additional schools be established on that Reserve and a school on each of the Reserves at present without any, provision must be made for 6 new schools, and estimating expenses on a similar basis to that recommended to be adopted in other agencies, the following provision will have to be made:—

To increase 3 teachers' salaries from $300 to $480 per annum	$ 540 00
To provide salaries for 6 new teachers, at $480	2,880 00
Residences for 3 teachers, at $300 each	900 00
6 new schoolhouses and teachers' residences, at $500 each	3,000 00
Furniture and school material for 6 new schools, at $100 each	600 00
For repairs to buildings and renewal of school material, at $50 each per annum, for 9 schools	450 00
Prizes for 9 schools, at $15 each per annum	135 00
Providing mid-day meal for 250 pupils, at $8 each per annum	2,000 00
Providing clothing for the same number, at $10 each per annum	2,500 00
Total amount to be provided in the first instance	$13,005 00
From which after deducting first cost of building and furniture	4,500 00
The result	$8,505 00

will show the additional amount to be annually provided for the maintenance of schools in this Agency.

Hon. le. E. Dewdney says:

"Perhaps a School may be, before long, needed for Muskegamatis. A Boarding School owned Centrally for the Saddle Lake & Blue Quill's Reserves. White Fish "Lake has subsequent in

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KODAK SAFET

11.

Cree School

Pegagoi's Band is broken
up by withdrawals, & Chipewyans
& Beaver Lake Indians are
still hunting. Some of the
children of these tribes might
be got for a boarding school.

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Industrial School Accommodation

In the 8 Indian Agencies whose school matters have been last under review the number of school children is 674, which number, allowing at the rate of 10 per cent for attendance at an industrial institution which it has been decided shall be established in the Peace Hills district, would give say 68 children for entry into that establishment. It is to be a Protestant institution—the Roman Catholic Indians of the different Reserves having the benefit of the very excellent school at St. Albert for the industrial training and higher education of their children.

Father Lacombe says

"It would be desirable
"and important that the School
"at St. Albert should be put
"on the same footing as other
"Industrial Schools."

Speaking generally he says
there are Catholic Institutions
in operation & two Protestant
in the N.W.T. & it is proposed
to establish three more.

Hon. E. Dewdney
Thinks "this School should
"be established at Edmonton rather
"than at Battle River." He makes
the following estimate:

Erection,	$40,000	Maintenance	3,000	Furniture 2,000	$55,000
Appointments,	1,000	Projects	300		1300
					$56,300
		First Cost			40,000
					16,300

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District of Saskatchewan.

Onion Lake Agency.

In the Onion Lake Agency there are 7 bands, having Reserves located as follows:—Seecascootch's Band on Onion Lake, Kinoosayo's Band on Beaver Lake, Peenetah-ah-soos' at Fort Pitt, Wee-nis-tu-coo-se-a-wa-sis' on Stoney Lake, On-ip-ow-hay-os' on Frog Lake, Pus-ke-ah-ke-we-nino's on Moose Lake, K[illegible]-ho-win's on Frog Lake. These Indian bands since the troubles of 1885 have been somewhat disorganized, and consequently they have not remained upon their Reserves, those of them, however, who were disposed to farm removed to the Sekaskootch Reserve, and the residue engaged in hunting. On the latter Reserve there are 70 children of an age to attend school, but there is no school in operation. Two schools might, with advantage, it is thought, be established for the benefit of that number of children.

This, if done, will involve for the salaries of two teachers, at $180 each, an expenditure of	$ 360 00
Two schoolhouses and teachers' residences, at $500 each	1,000 00
Furnishing two schools and supplying material for the same at $100 each	200 00
Providing prizes for two schools, at $15 per annum each	30 00
Renewing school material and for repairs annually, at $50 for each school	100 00
Providing mid-day meal for 70 children, at $8 each per annum	560 00
Clothing same number, at $10 each per annum	700 00
Total amount to be provided in the first instance.	$3,550 00
From which after deducting cost of buildings and of furnishing and equipping schools	1,200 00
The balance	$2,350 00

shows the amount to be provided annually for the maintenance of two schools on that Reserve

Some of the pupils when they become sufficiently advanced in their studies might be transferred from the day schools to the industrial school now in operation at Battleford.

Father Lacombe adds here
"If they are Protestant, and
"the Catholics to a Catholic
"Institution"
Hayter E. Dewdney says
"The School is in
Operation [on Sekaskootch Reserve].

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and another is being
estimated for [illegible]

[illegible]

transferring a deserving pupil to
Provincial Industrial Institution at Kamloops,

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Battleford Agency.

Attached to the Indian Agency at Battleford there are seven Reserves, viz., the Stoneys, having 37 children of an age to attend school, Red Pheasant's with 28 children, Sweet Grass having 43 children, Poundmaker's, where there are 36 children, Little Pine's with 35 children, Moosomin's having 15 children and Thunder Child's with 41 children. On each of these Reserves, except Little Pine's, there is a school in operation. The number of children (35) on the Reserve of Little Pine is sufficient to justify the establishment of a school thereon.

The average salary paid teachers in this Agency is the same as that paid elsewhere in the North-West, viz., $300 per annum. And estimating the additional expenditure to be incurred in order to impart greater efficiency to the schools the following statement will show the provision required to be made:

To increase 6 teachers' salaries from $300 to $480 each, $180 6 - - - - - -	$1,080 00
To erect houses for 6 teachers, at $300 each -	1,800 00
For salary of 1 new teacher - - - - -	480 00
New school-house and teacher's residence -	500 00
Furnishing and providing material for 1 new school - - - - - - -	100 00
To renew school material and for repairs annually for 7 schools, at $50 each - - - -	350 00
To provide a mid-day meal for 235 pupils, at $8 each per annum - - - - -	1,880 00
To provide clothing for same number, at $10 each per annum - - - - - -	2,350 00
To supply prizes for 7 schools, at $15 each per annum - - - - - - -	105 00
	$8,645 00
Deducting therefrom the first cost of building and furniture - - - - - -	2,400 00
The result - - - - - -	$6,245 00

shows the additional amount to be annually incurred, in order to maintain the 7 schools of this Agency.

Hubert E. Dewdney, Esqr.:

"It would be well to
have a Roman Catholic School
at Little Pines as the one
intended for Poundmakers &
it is too far away for the
former

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Duck Lake Agency.

In the Duck Lake Agency there are 13 Reserves, and, so far as known, 857 children of an age to attend school on them, distributed as follows: On the Reserve of Attakakoop, 40; on Mistowasis, 84; Petequaqua's, 10; Beardy's, 81; Okemas', 16; One Arrow's, 18; Wm. Twatt's, 45; John Smith's, 85; James Smith's, 65; Che-keas-ta-pay-sin's (number not known); White Cap's, 15; Kermenootayo's, 45; Kopahawakemun's (number not known). On each of the Reserves of Attakakoop, Mistowasis, John Smith and James Smith, a school has been established. On each of the 9 other Reserves there is no school though with the exception possibly of that of Petequaqua, there is a sufficient number of children of school age to justify the establishment of a school.

Proceeding upon the same basis as in other Agencies, the amount required to increase the salaries of the 4 teachers at present employed from $300 to $480, $180 × 4, will be - -	$ 720 00
To provide salaries for 9 new teachers, at $480 each per annum, $480 × 9 - - - -	4,320 00
For residences for 4 teachers at present employed, at $300 - - - - - -	1,200 00
To provide 9 new school and teachers' houses, at $500 for each school - - - -	4,500 00
To furnish and supply material for 9 new schools, at $100 each - - - - - -	900 00
For repairs and to renew material annually for 13 schools, at $50 each - - - - -	650 00
For prizes for 13 schools, at $15 each per annum	195 00
To provide a mid-day meal for 857 pupils, at $8 each per annum - - - - -	2,856 00
To provide clothing for the same number, at $10 each per annum - - - - -	3,570 00
Total amount to be provided in the first instance,	$18,911 00
From which after deducting first cost of building and furnishing - - - - - -	6,600 00
The result - - - - -	$12,311 00

shows the additional amount necessary to be provided for the maintenance of schools in this Agency

Rmbcc Mr Dewdney says:

"At Petequakey's there is & has been a school for years, & an average attendance this year of 21 children. Twatt, Che-keas-ta-pay-sin & - Kopahawakemun -

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Kanatsio and too
unsettled for day school.
Kenomaotagon - a school has
been authorized for.
Beardy, Okemasis &
Ore Lakes need schools
at once.

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Pas Agency.

In the Pas Indian Agency there are 6 Reserves, with 280 children of an age to attend school, distributed as follows:—At Grand Rapids of the Saskatchewan, 20; Chemewawin, 35; Moose Lake, 30; The Pas, 100; Pas Mountain, 30; Cumberland, 15. There is a school on each of these Reserves, excepting on that at Pas Mountain. On the Reserve at The Pas there are two schools in operation

Estimating for the schools in this agency, on the same basis as has been done for schools in other agencies, the following statement will show the additional expense involved:—

To increase salaries of teachers at present employed from $800 to $480 each per annum, $186 x 7	$1,260 00
To provide salary for teacher at Pas Mountain	480 00
To provide houses for 7 teachers, at $300 each	2,100 00
And 1 school and teacher's house at Pas Mountain	500 00
To furnish and equip school at that point	100 00
For repairs and renewal of material annually for 8 schools, at $50 each	400 00
Prizes for 8 schools, at $15 each per annum	120 00
To provide mid-day meal for 230 pupils, at $8 each per annum	1,840 00
To provide clothing for same number, at $10 each per annum	2,300 00
	$9,100 00
From which, after deducting first cost of building and furniture	2,700 00
The result	$6,400 00

shows the additional amount to be annually incurred to maintain the schools of this agency

Thomas Hart, Indian Teacher

In this Agency suggests the establishment, on a Central Reserve in the Agency, of what he calls a "Training School" for the accommodation of 50 pupils between 10 & 18 years of age, boys & girls. In addition to the teaching of the ordinary school curriculum

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The manner in the boys taught farming, gardening, the care of stock - carpentering - & the girls cooking, sewing, washing & dairying.

An estimate of the Expense of building & conducting such a school is:

Building & furnishing	$1000.—
Provisions	1100
Clothing	1500
Live stock, implements &c	500
Sundries	100
Salaries:-	
Principal 750	
Asst & Female Asst 500	
Matron 300	1750
	$5,750

After the first year the expenses would be $2,000 each year. As staff to take the Principalship of such a school & travel over the whole field in the Inspection of the other schools in the agency. (See file 453/1)

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British Columbia.

General Remarks.

Present Unsatisfactory State

Indian school matters in this Province are in a very unsatisfactory condition, very few schools being in existence, and those in operation are, for the most part, not conducted in an efficient manner, nor are they kept regularly open. As a consequence of the very small size of many of the Reserves in the Province, and the few families resident thereon, the number of children of an age to attend school on these Reserves is too limited to justify the establishing of schools thereon. If, therefore, the children in Reserves so situated are to receive the benefits of education, the only feasible plan to adopt for the accomplishment of that object will be to group the small Reserves as school districts and to establish, at central points in them, boarding schools of the primary class, at which the children of school age would be educated.

Difficulty in way of Improvement

The industries, viz., fishing, seal hunting, and hop-picking, pursued by these Indians, occasion frequent and prolonged terms of absence of the families from their villages, and as these methods of obtaining a livelihood are very successful, and it is, therefore, unlikely that the Indians would abandon them for any other, and these absences from the Reserves are, therefore, likely to continue.

It is difficult to suggest what course should be followed under the circumstances described to secure to the children whose names are, or may yet be, placed on the rolls of the day schools continuous instruction. The Indian heads of families who engage in fishing and seal hunting could scarcely be persuaded to leave their wives and children at home. The objection would probably be raised by the Indians, and which, it must be admitted, would be a proper one, that if their boys did not accompany them in their fishing and sealing expeditions they would fail to acquire a knowledge of industries so essential for their maintenance in the future. The women also obtain employment at the canneries in the cleaning and curing of fish, and their earnings are, therefore, also a considerable item in the family income.

Present Salaries

The maximum salary paid teachers of Indian schools in the Province, based upon an annual allowance of $7·2 *per capita* for an attendance of 25 children, is $300.

Owing, however, to the very small average attendance and the irregular manner in which the schools are kept, the salary usually paid does not exceed $200.

Suggested Improvements

The amount of remuneration paid to the teachers should, it is considered, be a fixed sum, and the amount of every proposed to be paid centres in other portions of the Dominion will not, it is thought, when the expense of living in this Province is taken into account, be regarded as excessive compensation notwithstanding that, as a consequence of the long absences of families from the villages, the schools may be closed for a considerable portion of the year. With a view to induce the children to attend school regularly when they are at home, prizes for regularity of attendance and for assiduity should be given those meriting the same. Residences for the teachers should also be erected, and a mid-day meal should be provided for the pupils. But owing to the long terms of absence of the children from the villages it is probable that no more than a supply of provisions for 8 months will be required. It is not thought that it will be necessary to provide clothing for the children attending day school in this Province as their parents are well enough off to clothe them.

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Rev A. J. Hall -
"Thinks "no teacher
"salary in B.C. should be
"less than $720 - per an:
"nr should if possible be
"married & certainly be
"provided with a suitable
"residence near the school

Professor Wood
thinks a live Good
Inspector of Schools should
Indian agent for
Coast Districts
Conciders the uniform
too good a thing to be
dispensed with in B.C.
"Of course", he adds, "to
"some Indians "could
"pay for it.. it would take

He points out the
necessity of doing something
specially for the orphans.
The Boarding Schools should
make it a point only to
care for orphans; and the

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Govt, he adds, should not see its way to carrying out all the suggestions made in the Report, something should be done for the orphans even on a small scale.

Bishop D'Herbomez -

- Has [illegible] & see his Missionaries use of Opinion that day schools owned to be of very little benefit to the majority of the Indians of B.C., for, as the Indians move to the vicinity of Saw Mills most of the Children Required to attend Schools would be compelled to remain absent for months together from Schools, the Schools owned be without pupils the greater part of the time; and that only Industrial Schools where the pupils are lodged, boarded & clothed will meet the exigencies of their condition and be of benefit to the Indians.

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His Lordship thinks that one or two Schools of this kind in each Agency would be enough to begin with, and that Children having a liking and some aptitude for education owned, with the consent of their parents be received; but he adds, to insist on the Children not returning to their own tribes when leaving the Schools, as the Indians are too fond of their Children to acquiesce in such separation. He points out the necessity of having these Schools under denominational control, if the good work begun & carried on successfully by the Missionaries is not to be undone, and he recommends that the Kootenay School be placed in charge of the Sisters of Charity of Providence of Montreal. He calls attention to the success which has attended the U. S. Govt School in Washington Territory & Montana in charge of the Sisters, and he says the Sisters would place the Kootenay School on an equal footing

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P. a

Cowichan Agency.

Day Schools in Operation and Required

Commencing with the Cowichan Agency, which embraces the northern portion of Vancouver Island, thirty-seven Reserves are comprised therein, with 480 children old enough to attend school. But, with the exception of the Roman Catholic Mission School, near the Comeakin Village, the Church of England School on Kuper Island, and the Methodist School at Nanaimo, there are no schools in operation in this Agency, with its 37 Reserves and large number of children of school age.

On each of the following Reserves the number of children of an age to attend is sufficient to justify the establishment of a school, viz.: Cher-er-no, where there are 18 children, Soughees 36, Pauquechin 14, Tsart-ilp 14, Clem-clem-a-late 20, Quamichan 45, Somenos 18, Lyach-sun 17. The Roman Catholic Mission School at Comeakin draws its pupils from the Reserves of Tsai-out, where there are 8 children of school age, Comeakin 8, Clem-olem-a-lats 20, Klenipsin 8, Koh-si-lath 6, Quamichan 45, Someno 18, Hellet 5 But the aggregate number (118) of children of school age on these Reserves is too many for one school to properly instruct, and it is therefore submitted that, leaving to that institution the instruction of the children from the small Reserves, from which it at present draws some of its pupils, and who number together 35, a school might, with advantage, be established at each of the larger Reserves, as previously suggested.

The Church of England School on Kuper Island instructs the children from the Reserves at Ll-mal-che, where there are 4 children of school age, and Pen-e-la-luts, having 40 children.

The Methodist School at Nanaimo draws its pupils from the Reserve near that place, where there are 40 children of school age.

The expense involved as respects schools in the Cowichan Agency will therefore be as follows:—

Salaries of 11 teachers, at $480 each per annum	$5,280	00
8 new schools and teachers' houses, at $500 each	4,000	00
Furnishing and supplying material for 8 schools, at $100 each	800	00
Repairs and renewing supply of material annually, at $50 each for 11 schools	550	00
Prizes for 11 schools, at $30 each	330	00
Residences for teachers of 8 schools already established, at $300 each	900	00
Supplying mid-day meal for 345 pupils for 8 months, at $5.32 each	1,835	40
Total expenditure in the first instance	$18,695	80
From which, after deducting first cost of buildings and furnishing schools	5,700	00
The result	$7,995	80

gives the total annual expense to be incurred for day schools in this agency.

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Primary Boarding School

On the residue of the Reserves there are 72 children of an age to attend school, distributed as follows:—At Sooke 7 children, at Esquimault 5, at Malahut 2, at Tse-kaun 9, at Kil-pau-hus none, at Sica-meek 7, at Kue-leets 11, at Tsussie 10, at Sno-no-nus 6, at Qua-li-cum 5, at Pun-ti-ledge 6, at Comox 4, at Ca-li-a-no Island, Mayne Island, Haitch Point and Discovery Island 4. It will be observed that on none of these Reserves would the number of children warrant the establishment of a day school. One or two boarding schools of the primary class should therefore be established at some central point or points, in the selection of which the Indian Agent for the locality should be consulted.

And if a central boarding school of the primary class be established as suggested, for the children of the smaller Reserves, who, as before stated, number in the aggregate 95—the cost of such an establishment will be as follows:—

Cost of building	$4,000 00
Cost of furniture and school material	1,000 00
Cost of maintenance and tuition of 95 children, at $100 each per annum	9,500 00
Cost of repairs and renewing material annually	200 00
Total first cost	$14,700 00
And deducting cost of building and furniture	5,200 00
The result	$9,500 00

shows the amount to be provided annually for the maintenance of the institution. And that sum, $9,500 + $7,955, = $17,455, will represent the amount to be annually provided for the education of the Indian children of the Cowichan Agency.

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West Coast Agency.

Day Schools.

The West Coast Agency of Vancouver Island comprises 18 Reserves, with 613 children of an age to attend school, but, with the exception of the 8 schools conducted under the auspices of the Roman Catholic Church at Kynhaht, where there are 75 children of school age, Hesquiaht, where there are 46, and Ah-hon-saht, where there are 50, there are no schools in the agency; although on each of the Reserves, excepting 4, there is a sufficient number of children to justify the establishment of a school. Besides those on the 4 Reserves on which schools have been already established, there are children of an age to attend school on each of the following Reserves, and of the number stated after each:—Chai-cu-les-aht, 28; Nooch-aht-i-laht and Eh-ah-ti-saht, 60; Moo-ach-aht, 44; Match-it-laht, 14; Kel-se-maht, 30; Cla-o-quaht, 50; E-weh-nilh-caht, 49; Too-qu-aht, 7; Ou-aht, 40; Ow-chuh-lis-saht, 10; Ieeshaht and O-pitch-e-saht, 50; Nil-te-naht, 50; Pa-chee-naht, 10.

The methods followed by these Indians to obtain a livelihood are about the same as those of the Cowichan Bands. Consequently school matters in this Agency should be dealt with in a similar manner; and the expenses may therefore be similarly calculated—that is to say:—

Salaries of 14 teachers, at $480 each	$6,720 00
Eleven new schoolhouses and teachers' residences at $500 each	5,500 00
Furniture and material for 11 new schools, at $100 each	1,100 00
Repairs and renewing supply of material annually, at $50 each for 14 schools	700 00
Prizes for 14 schools at, $30 each	420 00
Residences for teachers of 3 schools already established, at $300 each	900 00
Supplying mid-day meal for 572 children for eight months, at $5.32 *per capita*	3,048 04
Total expenditure in first instance	$18,388 04
From which after deducting first cost of buildings and furniture	7,500 00
The result	$10,888 04

shows the total amount to be annually provided for the maintenance of day schools in the West Coast Agency. If a central boarding school of the primary class be established for the children of the smaller Reserves, who number 41, the expense connected therewith will probably consist of the following items:

Primary Boarding Schools

Cost of building	$ 2,500 00
Cost of furniture and school material	750 00
Maintenance and tuition of 41 children, at $100 each per annum	4,100 00
Repairs and renewing material annually	135 00
Total first cost	$7,485 00
Deducting cost of building and furniture	3,250 00
The balance	$4,235 00

shows the amount to be annually provided for the maintenance of the institution and that sum, $4,235 + $10,883.04, = $15,118 04, represents the amount to be provided annually for the maintenance of day schools and of a primary boarding school in this agency

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Industrial School—

Parliament at its last Session voted an appropriation for the establishment of an Industrial Indian School on Vancouver Island, it was only calculated for the maintenance and instruction in industries of 25 children, and as a commencement it will probably be sufficient but it will be readily seen from the number of children of an age to attend school in the two agencies into which the Island has been divided, and the school affairs whereof have just been under discussion, that accommodation will be required for a much larger number of pupils; the aggregate number of children of school age in the two agencies being 958, the proportion at 10 per cent. which should be admissible to the higher school would give in round numbers 96 pupils, for whom provision should be made.

The expense involved in the same would therefore be:—

Cost of building, supplying school material and furnishing the same - - -	$ 10,000 00
Maintenance, clothing, lodging, tuition and instruction in industries of 96 children, at $120 each per annum - - - -	11,520 00
Repairs and renewal of material annually -	1,000 00
Total - - - - -	$22,520 00
Deducting therefrom the first cost of building and furnishing - - - -	11,000 00
And the result - - - -	$11,520 00

will show the amount to be annually provided for the maintenance of the establishment and that sum, $11,520 + $24,200, being cost of maintaining day and primary boarding schools in the Cowichan Agency +$15,118.04, being cost of a similar service in the West Coast Agency will show the whole amount, $50,838.04, to be provided annually for the education and industrial training of the Indian children of Vancouver Island.

Hon John Schultz

Thinks the estimate for building Industrial School to insufficient"

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Kwaw-kewlth Agency.

Children of School Age

The Kwaw-kewlth Agency embraces all the bands and Reserves on the south coast of the mainland, and contains 333 children of school age, distributed among the 25 Reserves in the agency in the following manner: At Ah-wah-koos 7, Ah-kwaw-ah-mish 14, Ah-wah-ut-tla-la 11, Ke-o-pe-e-no 8, Ko-se-ke-moe 13, Klah-wit-sis 18, Klaa-ki-ne 8, Kwawt-se-ni 8, Kwaw-she-lah 10, Kwaw-waw-i-nuck 13, Kwaw-kewlth 7, Ke-ah-kah 6, Ke-ah-kah (Lench-kosil-tack) 10, Kwick-so-te-no 14, Mah-tewlth-pe 7, Mah-wa-lil-le-kullah 19, Na-knock-to 18, Nim-kush 24, Noo-we-tee 21, Tah-noch-tench 18, Tsah-waw-ti-neuch 22, Waw-lis-kwaw-Kewlth 10, Waw-letsum 15, Wee-wai-ai-kum 15, We-wai-ai-kai 32.

Establishment of a Central Boarding School instead of Day Schools.

The morals of these Indians are so depraved that in the opinion of the undersigned the only course to pursue, if their children are to be rescued from the path of infamy on which their wretched parents set them as soon as they arrive at years of maturity, will be to establish central boarding schools and to endeavor to induce the parents to allow their children, as soon as they are of an age to attend school, to be lodged thereat, educated, clothed and fed. The expense will be heavy—but to establish day schools in such a community would be worse than useless, as the female children are used by their parents, so soon as they arrive at puberty, for purposes of traffic of the worst description, and the boys by the terrible example set them by their parents—which it may be stated is the rule and not the exception with these Indians—would become as depraved as themselves, notwithstanding all the instructions given them at a day school. If the proposition to establish boarding schools is approved of, the approximate expenses involved will be as follows:—

Building, supplying with school material and furniture, 8 boarding schools for 111 children at each, 838 in all	$30,000 00
For maintenance, including clothing and tuition of 333 children, at $120 each per annum	39,960 00
For renewal of furniture and school material for each school at $300 each per annum	2,400 00
Total of first expenditure	$72,360 00
Deducting therefrom first cost of building and furnishing	30,000 00
The result	$42,360 00

will represent the amount to be annually provided for education in the Agency.

Day Schools

Should it, however, be considered advisable to establish day schools in this Agency notwithstanding the representations made respecting the morals of the people, each of the following Reserves would appear to have a sufficient number of children of an age to attend school. Ah-kwah-ah-mish, 14 children; Ke-se-ke-noe, 13; Klah-wit-sis, 13; Kwaw-waw-i-mich, 13; Kwick-so-te-no, 14; Mah-wa-lil-le-kul-lah, 19; Na-knock-to, 18; Noo-we-tee, 21; Ta-nock-touch, 18; Tsah-waw-ti-neuch, 22; Waw-let-sum, 15; We-wai-ai-kum, 15; We-wai-ai-kai, 32.

At Nim-cush, where there are 24 children of school age, at We-wai-ai-kai, where there are 32, and at Kwaw-kewlth, where there are only 7, schools have been established by the Church Missionary Society. At the last named point a schoolhouse has been recently built.

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Day Schools—

The number of children of school age, on the Reserves above named, having on each a sufficient number of children of school age, but on which no schools have, as yet, been established, is 200, and on the 8 Reserves where schools exist, 68, making 268 children of an age to attend school. And the number of schools to be established, allowing one for each Reserve, would be 12 The expenditure involved would therefore be as follows :—

Salaries of 15 teachers at $480 each	$7,200 00
12 new schoolhouses and teachers' residences, at $500 each	6,000 00
8 teachers' residences, at $800 each, in connection with schools already established	900 00
Furniture and school material for 12 new schools, at $100 each	1,200 00
For repairs and renewal of material for 15 schools, at $50 each per annum	750 00
Prizes, 15 schools, at $30 each per annum	450 00
Supplying mid-day meal for 268 children for 8 months, at $5.82 each	1,399 16
Total sum to be provided in the first instance	$15,019 16
After deducting first cost of building and furniture	8,100 00
The result	$6,919 16

shows the amount to be annually provided if day schools are established.

Primary Boarding Schools

The children of school age on the smaller Reserves number 77, and if a central boarding school of the primary class be established for the education of these children, the following expenditure will have to be incurred :—

Cost of building	$5,000 00
Cost of furniture and school apparatus	1,000 00
Maintenance and tuition of 70 children, at $100 each per annum	7,000 00
Cost of repairs and of renewal of school materials annually	270 00
The total sum to be provided will be	$13,270 00
From which, after deducting first cost of building and furniture	6,000 00
The result	$7,270 00

will show the amount to be annually provided to keep the institution in operation, and that sum, $7,270 + $6,919.16 = $14,189, represents the cost of education in the Kwaw-kewlth Agency, should day schools and a primary boarding school be established.

Rev. J. B. Fraser

Unless the children could be compelled to attend, it would be useless, he says, to build & equip Schools.

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"Rev A. J. Hall says

The reference to the
immorality of these Indians
"is only too true!

He suggests compulsory
"education which might
"be effected by the Indian
"Agent imposing a fine upon
"those parents whose
"children were continually
"absent without cause.
"It would not be necessary
"to do this often - perhaps
"not twice! The Indians, he adds,
"frequently take their girls
"out of schools & upbraid
"them for wishing to attend"

"All orphans", he says,
"should be made wards of the
"Indian Dep't & placed in
"a Central boarding school
"& remain there till they are
"married. The husband having
"been taught some industry
"owned then support his wife,
"& in due hope, form the nucleus

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"of a better state of things:
He started a boarding
school for girls but was
unable to get pupils. He
then "tried the boys" & met
with more success than
in any other part of his work.
Of two from this School
the Lads graduated who
now run his steam saw-
mill; and in most of the
Boys he has discovered an
aptitude for mechanics
"An experience of
"ten years compels him,
"he declares" to say that
"no permanent benefit can
"result from any education
"so long as the corrupt &
"baneful system of
"potlatching is allowed to
"exist — it is the support
"of this system which drives
"our young women to live a
"life of shame, & it supplies
"an incentive for the illicit

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" sale of intoxicants
" still so prevalent among
" these people.

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New Westminster Agency.

Children of School Age

Establishment of Day Schools

In the New Westminster Agency there are 50 Reserves, having on them 464 children of an age to attend school. On each of the following the number of children of an age to attend school would appear to be sufficient to justify the establishment of a school thereon .—Mission Burrard Islet, where there are 80 children of school age, Skwawmish, Howe Sound, having 30 children of school age, False Creek 12, Musqueam 16, Sarassen 18, Semi-ha-mo 18, Langley 14, Che-he-les 14, Pemberton Meadows 12, Che-am 14, Yale 18, See-helt 20, Sli-a-mon 22, New Westminster 14. The aggregate number of children of an age to attend school on these Reserves is 242.

On each of the following reserves the number of children of an age to attend school is too small to warrant one being established : Seymour Creek, where there are only 2 children ; Capatano Creek, 8 children ; No. 3 Reserve, Burrard Inlet, 7 ; Coymittam, 4 ; Ke-it-sey, 10 ; Whenack, 8 ; Mats-qui, 8 ; Sumas, No. 1, reserve 7 ; Sumas, No. 2, 8 ; Sumas, No. 3, 6 ; Ne-cam-en, 4 ; Syn-can, 4 ; Harrison River Mouth, 9 ; Douglas Lake, 10 ; E-mal-com, 8 ; Skuk-rum-chuck, 9 ; Skul-teen, 7 ; Sy-nah, 8 ; Sy-ne-hal-lo, 4 ; Hoyn-o-put, 4 ; Assylets, 5 ; Skuay, 4 ; Skaw-kale, 5 ; Zach-y-you, 6 ; Toylee, 5 ; Popcum, 2 ; Sy-nat-leto 5 ; Show-al-le, 6 ; O-ha-mille, 9 ; Hope, 11 ; En-a-woose, 8 ; Texas Lake, 6 ; Ruby Creek, 4 ; Trap-al-y-er Flat, 4 ; Cla-hoose, 8 ; Wadington Harbor, 4. The agregate number of children on these reserves is 222. Should it be decided to establish day schools on each of the 14 Reserves above enumerated having a sufficient number of children of school age on it, the following expenditure will have to be incurred :

For salaries of 14 teachers, at $480 each	$6,720 00
14 new scholhoouses and teachers' residences, at $500 each	7,000 00
Furniture and school material for 14 schools, at $100 each	1,400 00
Repairs and renewal of material annually for 14 schools, at $50 each	700 00
Prizes for 14 schools at $30 each per annum	420 00
Supplying mid-day meal to 242 children for 8 months, at $5.32 each	1,287 44
Total amount to be provided	$17,527 44
From which, after deducting first cost of buildings and furniture	8,400 00
The balance	$9,127 44

will show the amount to be annually provided for the maintenance of day schools in this agency.

(Continued next page)

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Primary Boarding Schools

And should central boarding schools of the primary class be established for the education of the children on the 36 smaller reserves the number of children on each of which is not sufficient to justify the establishment of a day school, two at least of such boarding schools would be required, the number of children so situated being 222.

Allowing one-half of that number to each establishment the expenditure on account of the same would be :—

Buildings, school material and furniture for 2 boarding schools with 111 pupils at each, 222 in all		$20,000 00
Maintenance, including board, clothing and tuition of 222 children, at $120 each per annum		26,640 00
Renewing furniture and school material and for repairs for each school, at $800 each per annum		1,600 00
Total of first expenditure		$48,240 00
And deducting first cost of building and furniture		20,000 00
And the balance		$28,240 00

shows the amount to be annually provided for the maintenance of the two establishments, and this sum, $28,240 + 39,127.44 = $37,867.44, represents the full amount of the cost of educating the children of this agency.

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Kamloops & Okanagan Agencies.

Number of Children

Day Schools

Primary Boarding Schools

The Kamloops and Okanagan Agencies consist of 16 Reserves, having 252 children of an age to attend school on them, distributed as follows:—On the Reserve at Hul-a-ut, 29 children; at Haltkum, 30; at Ku-a-ut, 15; at Chu-chu-way-ha, 10; at Ke-re-me-us, 12; at Na-a-ih, 30; at N-kam-iss, 6; at N-kam-ap-lix, 25; at N-yis-kat, 4; at Pen-tic-ton, 23; at Quin-sha-a-tin, 5; at Quis-han-aht, 9; Shen-nos-quan-kin, 10; Ap-a-ha-min, 33; A-pal-lam-cheen, 10; Yoht, 1.

From the foregoing enumeration it will be observed that only on five out of sixteen Reserves is there a sufficient number of children of school age on each to justify the establishment of a school, viz., at Na-a-ik, where there are 30, Ke-re-me-us, 12; N-kam-ap-lix, 25 · Pen-tic-ton, 23; Ap-a-ha-min, 33. The total number of children of school age on these 5 Reserves is 123. The expenditure for day schools will therefore be as follows:—

For salaries of five teachers, at $480 each per annum	$2,400 00
Five new schoolhouses and teachers' residences, at $500 each	2,500 00
Furniture and school material for 5 schools, at $100 each	500 00
Repairs and renewal of material annually for 5 schools, at $50 each	250 00
Prizes for 5 schools, at $30 each per annum	150 00
Mid-day meal for 123 pupils for 8 months, at $5.32 each	654 36
Total amount to be provided in first instance	$6,454 36
And deducting therefrom first cost of building and furniture	3,000 00
The balance	$3,454 36

will be the sum annually required for the maintenance of day schools on those five Reserves.

The number of children of school age on the smaller Reserves is 129 in the aggregate, and as on none of these Reserves is there a sufficient number to justify the establishment of a day school two central boarding schools of the primary class whereat these children may be educated should be established. The expense connectedt herewith will be approximately as follows:—

Buildings, school material and furniture for 2 institutions with 65 pupils at each, 130 in all	$12,000 00
Maintenance, including board, clothing and tuition of 130 children, at $120 each per annum	15,600 00
Renewing school material and furniture, and for repairs annually, $800 for each school	1,600 00
Total of first expenditure	$ 29,200 00
And deducting therefrom first cost of building and furniture	12,000 00
The balance	$17,200 00

shows the amount to be annually provided for the support of the institutions; and this sum $17,200 + $3,454.36 = $20,654.36, give the whole cost of education in the two agencies.

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Williams Lake Agency.

Number 56 Children day Schools.

In the Williams' Lake or Lillooet Indian Agency there are 23 Reserves, with 192 children of an age to attend school, distributed as follows:—6 at Alexandria, 10 at Quesnelle, 8 at Soda Creek, 11 at Williams Lake, 40 at Alkali Lake, 2 at Dog Creek. 17 at Canoe Creek, 5 at Clinton, 6 at Pavillion, 18 at Fountain, 8 at Bridge River, 8 at Lillooet, 6 at Cayoosh, 4 at Posh-il-qua, 0 at Chenook, 8 at Col-o-hu-pa, 1 at Elias (Seaton Lake), 8 at Mission (Seaton Lake), 5 at head of Seaton Lake, 6 at head of Anderson Lake, 5 at foot of Anderson Lake, 5 at High Bar, 10 among the Chilcotin bands.

This enumeration shows that only 8 Reserves in the agency possess a sufficient number of children of school age on each to justify the establishment thereon of a dayschool, viz., at Alkali Lake, where there are 40 children; Canoe Creek, 17; and Fountain, 18. The expenditure for day schools will therefore be as follows:—

For 3 schools and teachers' houses at $500	$1,500 00
For furniture and school material for 3 schools, at $100 each	300 00
For renewal of supply of school material and for repairs annually, at $50 for each school	150 00
Prizes annually for 3 schools, at $30 each	90 00
Salaries of 3 teachers, at $480 each per annum	1,440 00
Mid-day meal for 75 children for 8 months, at $5.32 each	399 00
Total first cost to be provided	$3,879 00
Deducting therefrom cost of building and furniture	1,800 00
The balance	$2,079 00

shows the amount to be provided annually for the maintenance of day-schools in this agency. And if for the education of the 117 children on the smaller reserves 2 central boarding schools are established, the expenditure to be incurred will be as follows:—

Primary Boarding Schools

For buildings, school material and furniture for 2 institutions with 59 pupils at each, 117 in all.	$11,000 00
Maintenance, including board, clothing and tuition of 117 children, at $120 each per annum	14,040 00
Renewal annually of furniture and school material and for repairs, $800 for each school	1,600 00
Total amount to be provided in the first instance	$26,640 00
Deducting first cost of building and furniture	11,000 00
The balance	$15,640 00

represents the amount to be annually provided for the maintenance of the two institutions, and this sum, $15,640+$2,079=$17,719, will be the sum annually required for the education of the children of the Williams' Lake Agency.

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North-West Coast Agency.

The North-West Coast Agency, which extends to the southern limit of Alaska—and includes the Queen Charlotte Islands to the south, Port Simpson, Metlakahtla, the Nass and Skeena Rivers to the north —owing to certain untoward circumstances has not as yet been for a sufficiently long time under any one Agent to admit of correct statistics as to the number of children of school age being obtained, but the number must be large, and at Metlakahtla, Lakalsap on Nass River, and at Port Simpson schools are in operation.

The same system as that proposed for the other Indian agencies of the Provinces should be established in this Agency, so soon as correct statistics shall have been obtained, viz: The inauguration on Reserves having a sufficient number of children of an age to attend school of day schools, and for the children of smaller Reserves a central boarding school of the primary class.

An industrial institution might also with great advantage be established in this Agency.

Rev A. J. Hall says:
"we have at
"Mellakahtla a High School
"where intelligent lads are
"drafted from all our
"missions. At present I
"have two there whom I
"hope to employ as teachers"

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There is a unanimous opinion in favor of bettering the condition of Teachers.

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Additional suggestions are made. Mr Dewdney favors a system of Boarding Schools (pg. 60), as does also Mr Schultz (pg. 57); and Rev. Mr Wilson outlines a plan of such a system (pg. 52).

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&

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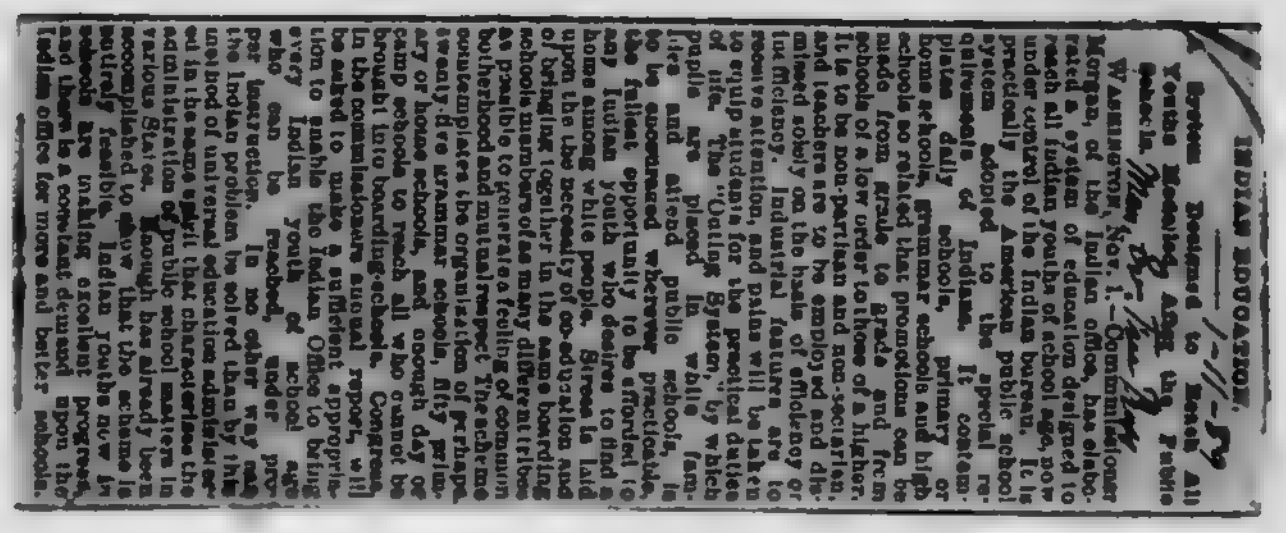
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INDIAN EDUCATION.

System Designed to Meet All Varieties Needed. ABLE Indian Report

WASHINGTON, Nov. 1.—Commissioner Morgan, of the Indian office, has elaborated a system of education designed to reach all Indian youths of school age, now under control of the Indian bureau. It is practically the American public school system adopted to the special requirements of Indians. It contemplates daily schools, primary or home schools, grammar schools and high schools so related that promotions can be made from grade to grade and from schools of a low order to those of a higher. It is to be non-partisan and non-sectarian, and teachers are to be employed and dismissed solely on the basis of efficiency or inefficiency. Industrial features are to receive attention, and rules will be taken to equip students for the practical duties of life. The "Outing System," by which pupils are placed in white families and attend public schools, is to be encouraged wherever practicable, the fullest opportunity to be afforded to any Indian youth who desires to find a home among white people. Stress is laid upon the the necessity of co-education and of bringing together in the same boarding schools members of as many different tribes as possible to generate a feeling of common brotherhood and mutual respect. The scheme contemplates the organization of perhaps twenty-five grammar schools, fifty primary or home schools, and enough day or camp schools to reach all who cannot be brought into boarding schools. Congress in the commissioners annual report, will be asked to make a sufficient appropriation to enable the Indian Office to bring every Indian youth of school age who can be reached, under proper instruction. In no other way can the Indian problem be solved than by the method of universal education administered in the same spirit that characterizes the administration of public school matters in various States. Enough has already been accomplished to show that the scheme is entirely feasible. Indian youths now in schools are making excellent progress, and there is a constant demand upon the Indian office for more and better schools.

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DEPARTMENT OF INDIAN AFFAIRS
DEC 8
1890

THE INDIAN QUESTION.

After a "century of dishonor" the people of the United States are to have become thoroughly aroused to a sense of their duty to the aborigines. Thanks to the author of "Ramona" and others like-minded, the conscience and the common sense of the nation are at last working in unison for the emancipation and regeneration of the tribes so long battered by United States troops, and robbed by unprincipled adventurers. If General Morgan's appointment as Indian Commissioner be confirmed and the three and a half millions which he asks, and which can be so well spared, be given him, the reproach of leaving 30,000 or 40,000 Indian children to grow up in ignorance and degradation will soon be wiped out. General Morgan's scheme, which is substantially that of the Lake Mohonk Conference, is to establish a system of schools at the expense and under the direction of the United States Government, amply sufficient for the education of all the Indian children of school age in the Republic—all, that is, whose education is not already provided for. It is no part of Gen. Morgan's plan to interfere in any way with the educational work now being done by the churches of the various denominations. He does not propose to cancel the contracts under which some of these voluntary schools are carried on, nor to withdraw the subsidies they are at present receiving. But the combined liberality of all the Christian Churches has thus far resulted in providing educational facilities for only about 12,000 Indian children, while three times that number, as above intimated, are growing up in pagan ignorance and darkness.

General Morgan's proposal, which is heartily endorsed in many influential quarters, includes, as The Christian Union puts it, "schools of various kinds—day schools, "boarding schools, Industrial Schools, "literary schools, primary schools, High "Schools, as they may be needed, each in "its proper place." It also includes that without which the most complete system would be foredoomed to failure—compulsory attendance. And why not? Why should not Indian parents be compelled to educate their children, or rather to permit them to be educated, and thus lifted out of barbarism into civilization, out of pauperism into citizenship? Does not the safety and well-being of the nation demand it? Is there a single reason which can be quoted to justify universal compulsory education of white children which does not apply with greater force to Indian children?

How is it with our own Canadian Indians, especially with those of the Northwest and British Columbia? Are we not treading in the footsteps of our neighbors, in the lazy, penny-wise-and-pound-foolish course which they are on the point of abandoning? We pride ourselves on the alleged fact that Great Britain and Canada have always kept with good faith the treaties made with the various Indian tribes. Grant it for the sake of our self-complacency and of the argument. We will not stay to inquire whether the tribes were free agents in making these treaties, or received fair equivalents for the supposed rights they surrendered. Nor need we now point out that our circumstances have hitherto been different from those of our neighbors, and that there is great danger that, as the country fills up and the Indian reserves become valuable, all desire to speedily ob-

venturers and lawless settlers, the same state of things may arise which has been so fruitful of trouble and wrong in the United States. We will not even dwell upon the disgraceful fact, since it does not immediately concern our present purpose, that Canadian Indians are every year being cheated out of tens of thousands of dollars in the prices paid them for their furs and other products, and that even men who were accounted honest and respectable at home seem often to count it no harm to take the meanest advantage of the red man when they are seeking their fortunes in the Northwest. Let all this pass.

What is Canada doing to educate the Indian tribes within her borders out of barbarism into civilization and citizenship? This is the crucial question. The philanthropy of Churches and individuals is doing something, and will probably do more in the future than it has yet done. The Dominion Government is doing something in the way of aiding Christian effort, and perhaps educating on a small scale on its own account. But how many years, or centuries, may it reasonably be supposed, will be required to civilize the Indian race by means of these agencies? Is there the least ground for hoping that it will ever be accomplished? Can it be that the Government and people of Christian Canada calmly contemplate, so far as they think about the matter at all, the perpetual existence of a race of barbarians, pagans, in their land, or the perhaps less horrible alternative of their gradual extinction through disease engendered by destitution, filth and the vices taught them by white men?

If as a people we are unwilling to bear the responsibility of such neglect, what are we going to do about it? The reservation system may be a present necessity, but surely it is but a temporary expedient. Let it not be forgotten that as a rule the Indians will deteriorate instead of improving under that system. There may be exceptions. In a few cases they may take to farming and make some progress toward a higher plane of existence. But as a rule the untrained Indian on the reservation will lose the manly, if spasmodic, energy, and the other sturdy qualities which were developed by the chase of the now extinct buffalo and the other necessities of his nomadic life, and will degenerate into the lazy, loafing, worthless being we too often find him even now on the reservations. The tribes will not remain stationary to await the advent of a wiser and more conscientious generation of Christian whites. If they are not promptly and persistently lifted up they will inevitably go down.

What is to be done? Can any thoughtful person doubt that the first thing—we by no means say the only thing—is universal, compulsory education, especially industrial education, with the end directly in view of citizenship, with all its rights and responsibilities, at the earliest possible moment? Is it not time that both legislators and philanthropists were thinking about this and scheming plans for its accomplishment?

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Department of Indian Affairs

Ottawa, 21st May, 1890.

Memorandum:-

The undersigned begs to submit herewith for consideration and for confirmation by Your Excellency in Council, if approved of, the following Rules and Regulations in connection with the Indian Schools in the Province of Manitoba, the District of Keewatin and the North West Territories.

The scheme proposed embraces the following four classes of schools, viz:-

1. Industrial Schools to be wholly supported by the Government.

2. Industrial Schools to be partly supported by the Government.

3. Boarding Schools, on or continuous to Reserves.

4. Day Schools on Reserves.

I.

Industrial Schools to be wholly supported by the Department of Indian Affairs.

The opinion is strongly entertained

To the Honorable

the Privy Council of Canada.

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that in order to keep schools of this class under the direct control of the Department, which, in view of its entirely supporting them, it is clearly entitled to exercise, any of such Institutions which may be hereafter opened should be purely secular, and not conducted in connection with, or under the auspices of any denomination; having always, as a matter of course, due regard to promises already made.

Such schools, purely secular, are entirely inadmissible for white children and therefore how much more for indian children who cannot be civilized without religious teaching. We cannot support such schools and approve of such a pagan system.

II.

Industrial Schools to be partially supported by the Department.

When application is made for a school of this class, the undersigned is of opinion that the denomination applying for assistance should be state the facilities which it is prepared to afford for imparting industrial and other instruction, and before any aid is granted by the Government the proposition made by the Denomination should be approved of by Your Excellency.

Buildings

Such buildings being erected on government land and being the property of the government, ought to be entirely at the charge of the government; which appears also to be more in conformity with the terms of the treaty.

All buildings for Industrial Schools partially supported by the Government must be on plans approved by the Department of Indian Affairs, and they should be erected upon Government lands, on the understanding that one half of the cost of such buildings shall be paid by the Department; also one half of the cost of furnishing the same so long as its share does not exceed $1,500. The buildings, fences, &c. to be kept in repair and the

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furniture to be replenished when necessary by the denomonation concerned.

In the event of school buildings, and lands in connection therewith, ceasing to be used for the exclusive purposes of educating Indian children, the Department shall have the right to buy out the interest of the denomination at a fair valuation, to be decided by the Department.

Maintenance

The per capita annual allowance towards the maintenance of children in these schools shall be $100, for each unit of average attendance. This allowance shall be inclusive of everything, save where the Department of Indian Affairs sends its nominees to any school, when transport expenses will be paid.

The per capita scale of allowance to be subject to revision by the Department of Indian Affairs when thought proper.

The revision by the department ought not to cut in any case the per capita amount allowance of $100 for children already received in the institution. Help. The number of children to be fixed at a minimum of 50

The number of children to be received into a school shall be determined by the Department of Indian Affairs, and not exceeded.

Two industries for the boys, in addition to the Department's curriculum, and agriculture, must be taught: and for the girls the ordinary household duties, including knitting, sewing, baking, &c.

A dietary table for the use of these schools must

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be submitted to and approved of by the Department of Indian Affairs.

Institutions for the education of other than Indian children, into which they may be admitted.

A per capita grant may be given towards the maintenance of Indian children in institutions not used exclusively for their education, but no aid towards the purchase of buildings or lands in connection therewith, nor towards the repairing or furnishing of the same, nor towards supplying school material for the pupils shall be given by the Government.

The following Rules shall apply to Industrial Institutions of both classes:--

How to be Filled.

Since Industrial Institutions are intended to afford the highest class of education, it is considered that they should be recruited from children who have given the greatest satisfaction in other schools, and so proved themselves most worthy of higher advantages of education and industrial training, although in the first instances the institutions would doubtless have to be filled up with children most readily attainable.

This system of recruiting would be in harmony with the strongly entertained conviction that the more remote from the Institution and distant from each other are the points from which the pupils are collected the better for the success of the former.

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The Department of Indian Affairs reserves to itself the right at any time to send its own nominees, and they should have preference as to any vacancies, and it also reserves to itself power to curtail the number lodging in or attending any such schools.

Farming Out.

In connection with these schools, the undersigned recommends that the system of farming out the more advanced pupils, be developed, as increased settlement in the country of families suitable for their reception affords opportunity. This is regarded as the best method of educating children in the habits and ideas of, and in sympathy with, the whites; and further, the system would make room for the reception of others into the Institutions.

Great care will, of course, be required in the selection of families where the children will be subjected to proper treatment and influences, and the inauguration of a system of regular reports and inspection will be necessary to enable the Principals to assure themselves of the children's welfare.

It might be found advisable, in some cases, to let the children out for perhaps the summer months of the first year, returning to the Institution for the winter, and during the second year to extend the term of absence from the Institution. This would teach them to regard the Institution as a home, and keep them well

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under the influence of their guardians, and enable a judgment to be formed as to how the system is working in individual cases.

This plan appears to be very good; provided a liberal help is given to meet the first expenses of these new settlers.

Disposition of pupils whose course has been completed.

Special Reserves, it is thought, should be secured in the neighbourhood of the Institutions, and pupils, after the completion of their course should be established thereon by themselves, to remain under the supervision of the Principal, and receive his guidance and assistance. If this should be considered infeasible, pupils who have completed their course might be allowed to take up such vacant lands as are procurable adjacent to each Institution.

With regard to preventing discharged pupils returning to Reserves, exception might be made in favor of such Reserves as are occupied by Indians who are much advanced in civilisation.

Another exception might be made with regard to Reserves, the whole of the children of which it had been found possible to educate at an Industrial Institution; and where all the children of a Reserve can be secured for one Institution, the advantages in one direction would be so great as to override those under ordinary circumstances of getting children from separate localities.

Pupils should not be permanently discharged from

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the Institution without the permission of the Department, and if vacancies occur the same are not to be filled without permission being first had.

III.

Boarding Schools on or Contiguous to Reserves.

These Schools are intended to be in lieu of Day Schools on Reserves, for which they should be substituted as considered desirable by the Department of Indian Affairs, and as circumstances will allow. These Schools are in the main intended for children whose parents reside at too great a distance on a Reserve to admit of the former attending Day Schools.

Buildings.

This appears to be to much onerous. Is not the government to support all building expenses according to the spirit of treaty? Does Govt. [illegible] to establish Boarding Schools [illegible]

Buildings should be on a plan and erected on a site which have been approved of by the Department; and if it be decided to erect any of such off a Reserve upon Government lands, one half of the cost of such buildings shall be paid by the Department. The cost of keeping such buildings in repair is to be borne by the denomination having them in charge.

Maintenance.

The minimum of the per capita allowance to be $60.00, which sum will still prove to be surely insufficient and leave a great part of the expenses to be covered by denominations.

Where day scholars attend a Boarding School, it is recommended that the per capita allowance for the maintenance of the boarders shall be $50. for each unit of average attendance, but for schools whereat no day scho-

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lars attend that the allowance should be $60.

Teacher's Salary.

Further's salary should be at least $400 or and even more than that in some more difficult localities

For Boarding Schools whereat day scholars are taught a salary of $300., it is considered, should be paid to a teacher, (but that no salary should be paid to a teacher where the per capita annual allowance for maintenance is $60. This is an impossibility. The teacher's salary must be given; the per capita allowance of $60 being even insufficient for children's board.

In regard to schools on the Reserves within the territory covered by Treaty No. 7, the rations and clothing which would otherwise be provided for the children at their homes may be given in lieu of a per capita allowance towards maintenance.

In that case a smaller per capita allowance could and should be given but in all cases the teacher's salary must be guaranteed.

The number of children to be received into a school, it is considered, should be determined by the Department of Indian Affairs, and not exceeded.

The minimum number to be 50 children

It is recommended that day scholars receive a mid-day meal, for which the school shall receive the usual allowance of biscuit now supplied the children, or an equivalent.

Where there are female teachers, it is recommended that sewing classes be held on certain days of the week, at fixed hours, for the instruction of the women on the Reserves.

Agriculture, in a limited measure, it is considered should be taught, in addition to the Department's curriculum.

The daily dietary table used in these schools, it

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is submitted, should be approved of by the Department of Indian Affairs.

The Department of Indian Affairs, it is considered, should reserve to itself the right to discontinue assistance to any Boarding School on or contiguous to a Reserve, when, in its opinion, there is sufficient accommodation for the children in higher institutions.

The following shall be the method of calculation in paying grants to assisted Industrial Institutions and Boarding Schools:--

Days of Attendance.	$100. Grant	$60. Grant	$50. Grant
From 85 to 90	25.00	15.00	12.50
" 79 " 84	23.33	14.00	11.67
" 73 " 78	21.66	13.00	10.83
" 67 " 72	20.00	12.00	10.00
" 61 " 66	18.33	11.00	9.17
" 55 " 60	16.66	10.00	8.33
" 49 "54	15.00	9.00	7.50
" 43 " 48	13.33	8.00	6.67
" 37 " 42	11.66	7.00	5.83
" 31 " 36	10.00	6.00	5.00
" 25 " 30	8.33	5.00	4.16
" 19 " 24	6.66	4.00	3.33
" 13 " 18	5.00	3.00	2.50
" 7 " 12	3.33	2.00	1.66
" 1 " 6	1.66	1.00	.83

Regulations Governing Day Schools, the same being the first established on a Reserve.

Buildings.

All school houses should, it is believed, be built on a uniform plan and according to specifications to be

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approved by the Department, and they shall also have a kitchen attached; each school to be furnished with a cupboard for storing material, which should be properly secured with a lock and key. There should be in the school a dais, desk, and chair, for use of teacher, and desks, benches, maps, globes, &c., for the use of pupils. There should also be separate water-closets for the use of boys and girls.

500 appear to be insufficient, especially for localities situated at a great distance from railways accommodations, or lumber mills.

All such school-houses and furnishings should, it is considered, be paid for in full and kept in repair by the Department, but the first cost should in no case exceed $500.

$100 altogether insufficient.

It is further considered that Teachers' quarters should be separate from the school building, and that the sum of $100. should be contributed towards the cost of their erection by the Department.

Anything in the foregoing Regulations relative to contribution by the Department towards the first cost of School buildings and Teachers' quarters should only have effect henceforward, and should not be in any sense retro-active, although the Department may, if it see fit, add kitchens to, and keep in repair, school buildings already existing. The object for which it is proposed to erect kitchens is to provide, at any rate during the Winter, a warm mid-day meal in place of biscuit.

Payment of Teachers.

The salary paid by the Department to Teachers of Day Schools should, it is believed, be irrespective of

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any aid from any outside source, and that the minimum salary for Day Schools should be $300. per annum, contingent upon an average attendance of not less than eight pupils, and that Teachers should be paid, in addition to their fixed salary, a per capita annual allowance of $8.00 for each unit of average attendance from 15 to 30, inclusive, and $7.00 for each pupil who shall have attained to such standard as the Department may direct, and shall have obtained at least 60 per cent of marks obtainable for English in such standard; but the salary should in no case exceed $600. The system of providing for increase to Teachers' salaries is devised with a view to enabling a teacher who may have no field for the exercise of his energies in hunting up pupils to gain some reward for expending it on bringing forward such pupils as he can secure.

The Department of Indian Affairs should, it is considered, reserve to itself the right to discontinue assistance to any Day School on a Reserve when, in its opinion, there is sufficient accommodation for children of school age in boarding schools or in higher institutions, or for other good reason, and it may at any time raise the number entitling teachers to the full salary of $300.

Second Denominational Day Schools on Reserves

Any denomination applying for permission to establish a second or minority school upon a Reserve where one has already been provided, be the same of the Day or

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Boarding School type, should, it is considered, be required to prove to the satisfaction of the Department that it has a reasonable prospect of securing an average attendance of at least eight pupils, being children of parents belonging to the denomination so applying.

This plan proposed for second denominational schools or for the schools of the minority is framed in such a way, that it renders their schools impossible. The minority having the right to have a school, their schools must be on the same footing as those of the majority or fair established.

The only salary that should be paid to a teacher of such Schools by the Department should be a per capita annual grant for each unit of attendance, calculated by the Department's method, always provided such average do not fall in the aggregate below eight, and such salary shall not exceed $300., and an additional annual grant of $7.00 might be paid for each pupil who shall have attained to the standard decided upon by the Department, and obtained at least 60 per cent of marks obtainable for English in such standard.

No assistance should, it is thought, be given towards the erection of, or furnishing of, the school house or teacher's quarters, but if an average attendance of not less than eight pupils shall have been maintained during twelve consecutive school months, the Department of Indian Affairs might contribute a sum not exceeding $200. towards the cost of the school building, and keep the same in repair on condition that the furniture shall be kept in a proper state of repair, and shall be replenished when necessary, by the denomination.

School Material shall be furnished by the Department of Indian Affairs.

All Regulations of the Department governing Day

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Schools and their Teachers, except insofar as they are modified by these special Regulations, shall apply to second denominational schools, when any assistance is afforded them by the Department.

Holidays.

Day Schools should, it is considered, be kept open during 200 days in each year, the balance of 165 days to be holidays, and be given, (excepting Sundays and Saturdays), at such time as Agent and Teacher shall consider best conducive to the best attendance; such Regulations being applicable to Day Kalamia Scholars attending Boarding Schools.

200 days seem to be better, perhaps (" " Hudson's Bay Co.) Schools are not open so many days.

Prizes to Day Schools.

Prizes should, it is thought, be continued as at present, but that consideration in awarding them should be given also to the per centage in the number of children of school age available, taken in connection with the enforcement or otherwise of compulsory measures to secure attendance, and to number of children who have attained a certain standard, and to order, discipline, cleanliness of pupils and of premises, including garden.

Allowances for advancement of pupils to the appointed standard should, it is recommended, be made upon the certificate of Inspectors.

The following Regulations are recommended to apply to all Boarding or Day Schools on or contiguous to Reserves.

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Secret.

Teachers.

Clergymen and members of religious orders devoted to education and approved of by ecclesiastical authority, to be accepted, and not to be transferred from one school to another without the agreement of their ecclesiastical Superiors.

No Teacher shall enter upon duties without the approval of the Department having been first obtained.

When no School Teacher's certificate exists, the Department shall order an examination of qualification to be made.

Certificates of moral character shall be furnished.

When Teachers are engaged it shall be on the understanding that any infringement of the Department's rules may be visited with reduction or stoppage of salary, or dismissal, and that such reduction or stoppage or dismissal may be made when the Department considers that sufficient advancement is not being made by the scholars, or when the Teacher shews a lack of energy in procuring as large an attendance as he should, and which the number of children of school age should afford.

The Department shall have the power to transfer a Teacher from one school to another of the same denomination, but in that case the cost of transport shall be paid by the Department, except the transfer is through the Teacher's own fault, or made at his request.

No changes of Teachers shall be made without the sanction of the Commissioner.

This appears to be too much stringent, when the school is at a great distance from the agent's residence and without the easy means of communication.

No substitute shall undertake the duties of any Teacher temporarily, without the sanction of the Indian Commissioner or Indian Agent, and, if the latter, he shall report to the Indian Commissioner the circumstances which necessitated the same.

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No Teacher shall absent himself without permission of the Agent, excepting during recognised holidays, and in the event of such permission being given he shall report when he leaves and when he returns to duty, and the Agent shall report the circumstances to the Indian Commissioner which led to such leave being granted.

The following Regulations respecting the duties and powers of Teachers of Reserve Day Schools and Boarding Schools, insofar as they are applicable, are recommended for adoption.

Teachers shall be in and open their schools for the reception of pupils, in the morning at least 15 minutes, and in the afternoon at least 5 minutes, before the time specified for beginning school, in order to afford shelter for pupils as they arrive.

Teachers shall, during school hours, devote themselves faithfully and exclusively to the business of the School.

Teachers shall give the children under their charge constant employment in the studies prescribed by the authorised course, inclusive of gardening, and endeavour to render the exercises of the School pleasant as well as profitable.

Teachers shall devote themselves, as far as possible both in and out of School, to the improvement of the minds, morals, personal deportment, and habits of their pupils, and, while exercising firmness, shall endeavour to influence them by appealing to their reason and af-

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fections, rather than to their fears.

Teachers shall keep a daily and general Register, and enter in the latter the date of admission of each pupil, his or her name, age, date of promotion to higher classes, and such other information as may from time to time be required by the Department to be kept. Teachers shall keep in some conspicuous place in the schoolroom, a Time-table, shewing the order of exercises for each day in the week, and the time for each as prescribed in the programme of studies, and shall see that the same is strictly observed.

Teachers shall divide the pupils into classes, as prescribed by the programme of study, which must be strictly observed, and no Teacher shall take any class beyond the limits prescribed for the same until its course of study shall have been thoroughly mastered.

Teachers shall examine each class during the last week of each half year, in the presence of the Indian Agent or other visitors; and each pupil in the school, unless for good reasons specially excused, shall be called upon to review or recite in the course of such examination, and the result shall be recorded.

Teachers shall exercise strict vigilance to prevent injury to all school property, including material, furniture, buildings, out-houses, fences, garden-tools, under their charge, and give notice to the Agent of any necessary repairs or replenishment of supplies required for the use of the School.

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Teachers shall see that all yards, privies, and other out premises are kept in proper order.

Teachers shall see that school-houses are locked during other than school hours, and shall require each competent pupil in proper rotation to sweep the room daily, in the morning and evening, and to dust the windows, walls, seats, desks, &c.

Teachers shall be most careful to keep the school-room thoroughly ventilated, fresh, and clean.

Teachers shall not voluntarily absent themselves from their duties without permission of the Agent, and if compelled by sickness or urgent cause to do so, a competent substitute shall, with the approval of the Agent, be obtained, and the whole matter reported to the Commissioner without evitable delay.

Teachers shall receive visitors courteously, and afford any that may be authorized every facility for examining into the state of their schools. They shall keep a visitor's book, in which shall be entered the dates of visits, and the names of visitors, and they shall inform visitors that they may enter remarks in it.

The nature of and necessity for regulations affecting pupils shall be explained to the latter at least once in every month, and, when opportunity offers, to their parents, whose interest and co-operation should, as far as possible, be secured.

It should always be borne in mind that the duties of the Teacher do not end with teaching, but he must work diligently in going among the children and their parents

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to secure a proper attendance.

It is respectfully recommended that the following Regulations respecting Pupils be adopted.

No child under six years of age can become a pupil in any Indian Department Reserve Day School.

If pupils do not come to school clean with respect to their persons they should be compelled to wash and tidy themselves during school hours, and they should be required to be kind and courteous to each other, obedient to their teachers, diligent in their studies, and conform to the rules of the school.

No pupil, unless present for at least one half of the morning or afternoon, shall be entered on the Register as present for that half-day, nor should the pupil be allowed to share in the mid-day meal.

No pupil should be allowed to depart before the hour appointed for closing the school, excepting in case of sickness or other urgent necessity, in which case the teacher's consent should be first obtained.

Fifteen minutes recess shall be allowed, at 10.15 A.M., and at 12.15 P.M., during which time the school-room must be thoroughly ventilated, but pupils should not be permitted to leave their classes at any other time, unless the teacher considers that a case of urgent necessity exists.

Regulations which it is recommended be made applicable to all Schools supplied in whole or in part by

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the Department.

1st. All Returns required by the Department shall be punctually, punctually, and correctly made, and any information which may be properly and correctly given.

2nd. The Department's Curriculum of Instruction [illegible] to be followed in the Schools. The Languages in which instruction is to be given in any schools. As the only Native Language is only to be used as a vehicle of teaching, and should be discontinued as soon as practicable.

3rd. [illegible] made [illegible].

4th. [illegible] in part, [illegible] satisfactorily observed or [illegible].

5th. [illegible] Inspectors shall have the right of [illegible] at all times, full control of the school [illegible] of inspection, and access at all times to all [illegible] books, papers, &c., connected with the School.

6th. [illegible] School [illegible] shall, whether or [illegible], be solely [illegible], treasonably of [illegible].

One of the duties of the inspectors being to protect the faith of the schools of their denominations, they must not be deprived of the means to fulfill this duty.

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Note. If it be considered necessary to have two School Inspectors, it would seem advisable to abandon the present system of sending both through the whole country, one following in each other's wake, and inspect each his schools of his denomination only. Religion need, in no way, enter into the work of inspection.

7th. Instruction must, in all schools, be given primarily in the English language, even where French is taught.

The Indian Commissioner for Manitoba, Keewatin, and the North West Territories is empowered to carry these Regulations into effect, save where specially otherwise directed.

General remarks.

1st *The whole plan as above framed leaves to much room for subsequent arbitrary regulations on the part of the Indian officials*

2nd. *It does not take enough into consideration that its regulations are for indian and not white children.*

Superintendent General of Indian Affairs.

3rd *The teacher, amongst the Indians, should occupy a* be considered as fulfilling a respectable position. *Far from it, he is* poorly *paid, receives a salary inferior to any other employee on indian reserve, although he is very poorly* housed *and obliged to live with indians without any of the comforts of civilization. His position as* such *his mission does* seem to be at all appreciated by the Indian department or at least by the author of this plan.

+ Vital J. Bish. of St. Albert

O.M.I.

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Ottawa I7th November I894

To the

Deputy Supt:Genl:

of Indian Affairs.

The undersigned begs to submit the following remarks in reference to the inspection of Indian Schools in Ontario, Quebec and the Maritime Provinces by the Public School Inspectors of these Provinces.

In October I880 an Order-in-Council was passed authorizing negotiations to be opened up with the Local Government of each of the above Provinces through the Secretary of State, having for their object the securing for the Indian Schools in such Province the same system of inspection at the hands of the local Government officers as the public schools of the Province undergo. The results of such negotiations being that Orders-in-Council were passed by the different local Governments fixing the terms and conditions upon which such inspections were to be made, which were assented to by this Department. The inspections were to be made semi-annually and the Inspector was to make a report of his visit and state the condition of the

school

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school and the progress of the pupils and offer any suggestions and recommendations relative to the future management of the school, which he considered desirable.

Regulations on the subject of Indian Schools were approved by the Minister of Education for Ontario and this Department, which read as follows:-

"The Department of Indian Affairs for "the Dominion having expressed a desire "to place the Indian Schools in Ontario "under the inspection of the Public "School Inspectors for the Province, the "following Regulations have been "adopted".:-

I."The teachers are required to "have a speaking acquaintance with the "Indian language and are, consequently, "likely in most cases to be Indians; "but the instruction should as soon as "practibable and as far as possible "be given in English."

II."Teachers shall receive their "Certificates from the County or District "Board of Examiners, who shall be granted discretionary powers as to the "attainments required; it will be found "however for some time to come that the "standard of "High School Entrance" "will be as high as is attainable."

III."The subjects of study in these "schools need not at present embrace

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"more than the following, viz:- Reading,
"Writing, Object Lessons, Elementary
"Drawing (from cards) Elementary
"Arithmetic (the four simple rules)
"Elementary Geography (the maps of the
"World and Dominion of Canada) Spelling
"and Grammer (formation and analysis
"of simple sentences)".

IV. The Indian Department will "furnish all text-books and appartus "for use in the schools."

V. "The schools shall be placed "under the inspectoral supervision "of the County Inspectors in conjunc- "tion with the Indian Agent, who shall "together also have a controlling "influence in the selection of teachers "except in the case of such schools as "are established by any religious "denomination under the Regulations "of the Department of Indian Affairs, "and in such schools the selection of "teachers shall continue to be made as "heretofore; but each of the Inspectors "shall state in his reports of inspec- "tion his opinion upon the competency "of the teacher of each denominational "Indian School inspected by him."

"A fee of six dollars ($6) shall "be paid the Inspectors and legitimate "travelling expenses allowed, for two "visits per annum."

(Signed)

Geo.W.Ross,

Minister of Education

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It will be seen from these Regulations that the Programme of Studies as then laid down was much lower than at present called for and that the qualification required for teachers was correspondingly low.

At the time the negotiations were were entered into with the various local Governments for the Inspection of Indian Schools by their Public School Inspectors, the Department had not much experience in the management of Indian Schools. Although many of its schools had for a long time been in operation they were nearly, if not all, conducted by the various religious denominations. Quarterly School Returns were called for and received very irregularly in most instances,- payment of teacher's salaries not being as now, contingent upon the receipt of such ~~receipt of such~~ Return. The Agents of the Department were not then required to make periodical visits and reports on the schools in their Agency, and no such reports were received; the only mention then made of them was a short sentence or paragraph sometimes occurring in their Annual Report on the affairs of their Agency. Appropriations were annually made for School purposes, salaries paid, material supplied, buildings put up and repaired and fuel provided but the Department had little if any knowledge as to what good was resulting from such outlay.

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The present system of inspection has been in force for thirteen years in some of the Provinces and in all for more than ten years. The expenditure for these semi-annual inspections has been close upon $1000 a year for Ontario and Quebec alone,or all of the money voted by Parliament for the cost inspection,fuel,cleaning,books and maps for the whole of theschools of the two Provinces, while nearly,if not all of the information in the Inspector's Reports is now received by the Department through its Agents under the new Regulations,which require them to visit and inspect our schools, and from other sources long before the Inspec tor's Reports reach the Department;the Reports of some of the Inspectors being delayed frequently for months,so that when received it is too late for the requisite action to be taken. Most of their suggestions relate to the repairs to school-houses and outbuildings and the supply of school material and should be forwarded immediately after their inspection.

Public School Inspector's Reports on the qualification of teachers and progress of the pupils are also of slight value to the Department as many of our schools are so remote and the salaries so small that it is difficult

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to obtain properly qualified teachers to take positions,while the irregular attendance of children at such schools is greatly against their progress. The Public School Inspectors have so far failed to better the condition of affair and improvement can only be looked for by the exercise of vigilance and energy on the part of the Department ~~and its officers~~ and its own officers and not from the paid officials of other Governments over whom the Department has no control. The undersigned is confident that one visit from an official from head-quarters,who knows the requirements of the Department in regard to Indian Schools would be productive of better results than any number of inspections by an Inspector who is not even allowed to communicate directly with the Department,and who takes his orders from his own Government. This Department has no power to command the services of these Inspectors and they only make their inspections when it suits their convenience or that of their Government.

The most we can at present expect is that our teachers should use their best endeavors to instruct the children in the elementary branches and that this instruction be given in English,

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and that they should use every means in their power to induce parents to send their children to school. The chief fault with our teachers is their neglect of this duty,-where they are interested in the work good results are obtained both as regards progress and attendance.

The class of work done by our schools does not call for Inspectors holding Provincial Certificates. Any of our Agents of ordinary education and intelligence are competent,on hearing the school children go through their exercises,to give an opinion as to whether they are deriving any benefit from their attendance or not,and they should also be able to report on the fitness of the teacher for the position In addition to this the undersigned begs to state that it is only through the officers of the Department it can look for any improvement. They are now aware that school matters form one of their most important duties and with very few exceptions are attending regularly and carefully to this duty..

As an instance of the cost of inspection the undersigned would refer to Mr Separate School Inspector White's account for inspecting the Catholic Schools from Manitoulin Island up to Fort William which,with two visits to two schools in Eastern Ontario,amounted

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to $188,or $376 for the year. Inspector'Kelly's account for visiting the Six Nation and New Credit Schools comes to $76 or $152 for the year,while Mr McCaig,who visited two Protestant Schools on Manitoulin Idland and the Shingwauk Home renders a bill of $34:50. These are the only Inspector's reports yet received for this fall,but the cost of these three inspections foots up to $300 for the half-year. The teachers of the denominational schools are appointed by the various denominations and the Department has been in the habit of approving of their nominees. Very few of these teachers hold anything higher than a Permit and in many instances even that qualification is lacking. Some of the teachers are Indians with only an imperfect knowledge of English, who find it easier to give their explanations in the Indian language than in English,which will account for the slow progress in English made by the pupils who,although able to repeat sentences in English off their book,do not understand what they read.

The Public School Inspectors,no matter how painstaking their examination

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and inspection cannot remedy those defects and both teachers,parents and pupils are well aware that they are not officers of this Department and that they have little to fear from their reports,which have resulted in nothing but the expenditure of large sums of money for the past twelve or fourteen years. What they do require to feel is that the Department is taking a personal interest in their work and its results and that good work will be appreciated and that carelessness will lead to dismissal or the closing of the schools. This they can only be taught by the Department itself through its officers.

Other disadvantages also exist in the present system. The inspections are made too early in the fall and too late in the spring for Indian Schools, as they are not fairly in operation at such times. The Indians migrate in the Spring long before the Public Schools close and do not return until some time after they are re-opened in the fall and the Inspector's rarely,if ever,make a special visit for the purpose of inspecting an Indian School,but take them in their regular round of duty as Provincial Inspectors and charge this Department,in most instances with full travelling expenses.

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These Inspection Reports are published in the Departmental Reports of the Ontario Government and most likely in the other Provincial Blue Books,-this the undersigned considers to be unfair to our Department as out schools cannot be expected to compare favorable with the Ontario Public Schools or the Public Schools of the other Provinces.

Two sets of Inspectors are required now,-the Public School and Separate School Inspector,both going over the same ground,bu visiting only their own schools,while if an officer of the Department were to make a visit neither denomination would object,as they all recognize the right of the Department to make any inspection it consijers necessary.

In regard to the inspection of Industrial Schools,the undersigned begs to repeat ~~what he has~~ already stated in his report on the Shingwauk Home,which ~~is~~,that very little,if any,benefit to the Department is derived from such inspection,as the Inspector merely makes a hurried ~~xixix~~ examination of the pupils in their studies and does not make the minute examination into the details connected with the management of such Inst itutions which the Department requires and ought to be furnished with. The Public School ~~Inspectors~~ do

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not know what the Department requires in regard to i..s schools, and their reports appear to be written solely with a view to brevity, very few of them making any remarks, and when they do so, only repeating their previous suggestions, most of which are wholly impracticable for Indian Schools.

If, however, it is not considered expedient to dispense with the services of the Public School Inspectors, altogether, the undersigned is of the opinion that they should be more under the immediate control of the Department than they now are and that they should only visit the schools when instructed to do so by the Department. If this concession could be obtained a great deal of unnecessary expense and many useless trips would be avoided.

Your obedient servant,

Fred. Dix. Pedley

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EXTRACT of the Battleford Industrial School
"The Guide" of March 22nd 1895.

As time advances, the Indians are being more and more brought to the front, and the Indians of the Canadian west are begining to be recognized as a class of people, worthy of therespect of the world, and capable of becoming clever citizens.

The law which calls for the education of Indian children will be a power for good among the native tribes-it being compulsory of late that Indian children be educated. There may be a few difficulties to contend with in carrying out this injunction, but it will make the race a most useful one to the country.

. . . . . .

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EXTRACT of a letter dated I3th April I895 from the Rev A.J.McLeod,Principal of the Regina Industrial School.

Sir,

. . . . . .

Apart from the unfortunate deficit,the new arrangement for the conduct of this Industrial School has in my opinion worked admirably,and has strenghtened the self reliance of the Institution which was one of the aims in the departure from the old method of its direct management by the Department. I can readily see that the Department will not tolerate extravagance or unnecessary purchases in the management of any of the schools.

. . . . . .

I have,etc.

sgd. A.J.McLeod.

Principal

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CORRECTION

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School Branch

Ottawa 20th June 1895

In reference to the Memo: from the Minister asking for extracts from letters of clerics as to our schools method being the best, the undersigned begs to state that he is aware that the various church dignitaries who have visited the Department in connection with Indian school matters have expressed their satisfaction with the course pursued by it in regard to Indian Education. Communications from the various denominations officially made to the Department in regard to the schools conducted under their auspices are usually in the form of applications for further accommodation, augmented grants or for grants for new schools, and deal for the most part with the educational needs of the Indians under their charge.

All our Industrial and Boarding schools with the exception of the St. Paul's School in Manitoba are conducted by one or other of the following denominations,-Roman Catholic, Church of England, Methodist and Presbyterian, assisted by

grants

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grants from the Department, and as many of these Institutions, particularly the Boarding Schools are in receipt of outside aid, it can readily be seen that in their published reports and written communications that it is, from their standpoint, to their interest to make the most of any difficulties that have to be overcome in the education of Indian youth, - so much so that in one or two instances which have been brought to the knowledge of the Minister, the Department has been obliged to call upon the Church authorities for a retraction of some of their published statements which has, in the cases referred to, been made, accompanied by a lame apology to the Department but no public withdrawal of such misleading and erroneous statements has ever been made to the knowledge of the undersigned.

The comments in the press on our schools are most favourable, especially as regards the progress made in the Western Provinces. Clippings from papers referring to Indian Schools will be found in the Department Scrap-Book.

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EXTRACT of the Annual Report of the Commissioner of Indian Affairs for the United States for the year of I894.

At the Summer Institute for Indian workers-composed of the Superintendentsaand Supervisors of Indian Education,Indian Agents,Superintendents of Indian Schools and school employees,which was held under the auspices of the Commissioner of Indian Affairs,at Chilocco,Okla.,U.S.in the month of July last,the following Resulotiams were passed.

. . . . . .

RESOLVED,(I) That at this time,pending the allotments of lands in severalty to reservation Indians,it is important in the interests of economy and effective service that liberal appropriations be made by the Government for the support of Indian schools.

RESOLVED,(2),That there is urgent need of efficient and faithful service of all school employees and that the interests of the Government as well as the Indian demands that no others should be retained in the service.

RESOLVED,(3),That no system of Indian education is complete without it embraces manual training,and that the future of the Indian youth requires that they be taught to labor for their own subsistence.

RESOLVED,(4),That,in view of the fa tthat Indian education is largely conducted through governmental aid and instrumentality and that a strong disinclination prevails on the part of the parents growing out of their inability to appreciate its advantages,to send their children torreservation schools,it becomes necessary to adopt some method of compulsory attendance at such schools.

RESOLVED,(5),That,the future civiliaation of the Indian involves their gradual emancipation from a dependent condition of development not be accomplished in a day,but must be the outgrowth of the Indian school system,and that the time required to accomplish this object depends largely upon the perfection of such system and the force and personal character and efficiency of the employes engaged supplemented and consummated by theguidance and uplifting

lifting

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uplifting of those forming their envtonments in future homes.

RESOLVED,(6),That,as itis the opinion ofthe members of the convention of Indian workers assemblied at Chilocco that manual training isan essential part of education for Indians,we urgently request that competent persons be appointed tego from school to school to give employes instructions in practical manual training.

. . . . . .

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EXTRACT from letter from the Rev.Professor Baird,Superintendent of the Presbyterian Missions in Manitoba and the North West Territories,dated April I2th I890.

Sir,

. . . . . .

(Ist) Any proposed solution of the Indian problem must treat the education of the young as one of its most important elements and there is no means of education practicable in the North West that equals in value the system of industrial boarding schools. This general principle is urged so forcebly and so frequently in your official reports that I make no attempt to prove it.

. . . . . .

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EXTRACT of a report of Rev.J.Hines,Superintendent of the C.M.S.Mission in Eastern Saskatchewan,dated February '95, Rothbury-house,London.

Hand-in-hand and side-by-side with Christian teaching and agriculture and pastoral instruction went scholastic work. From the beginning,I introduced day schools for the mental improvement of the young,and the success in this branch was far beyond our most sanguine hopes.Youths who have not seen a letter of the English language when in I875 we began to teach them,I882 had become so efficient in English as to be able to teach the school in which they themselves had been taught,and the Government of Canada recognized their services and paid their salaries. One cannot speak too highly of the method adopted by the Canadian Government in dealing with the Indian question in all its branches.

. . . . .

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EXTRACT of the Battleford Industrial School
"The Guide" of March 22nd 1895.

As time advances, the Indians are being more and more brought to the front, and the Indians of the Canadian west are begining to be recognized as a class of people, worthy of therespect of the world, and capable of becoming clever citizens.

The law which calls for the education of Indian children will be a power for good among the native tribes-it being compulsory of late that Indian children be educated. There may be a few difficulties to contend with in carrying out this injunction, but it will make the race a most useful one to the country.

. . . . . .

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EXTRACT of a letter dated 13th April 1895 from the Rev A.J.McLeod,Principal of the Regina Industrial School.

Sir,

. . . . . .

Apart from the unfortunate deficit,the new arrangement for the conduct of this Industrial School has in my opinion worked admirably,and has strenghtened the self reliance of the Institution which was one of the aims in the departure from the old method of its direct management by the Department. I can readily see that the Department will not tolerate extravagance or unnecessary purchases in the management of any of the schools.

. . . . . .

I have,etc.

sgd. A.J.McLeod.

Principal

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List of publications,etc.relating to the George Junior Republic

× Review of Reviews,May ,1896
Harper's Weekly,May 23,1896
The Outlook,Oct.31,1896
Romance,May,1896
The Silver Cross,Feb,1896
× McClure's,July,1897
Woman's Home Companion,Feb,1897
× London Strand,Sept.1897
× Scribner's,Editorial,Jan.1897
Munsey's "Impressions by the Way",Sep.1896
× American Journal of Sociology,Nov.1897 and Jan 1898
× Annals of the American Academy of Political and Social Science,July,1897
×Gunton's Magazine,Nov.1898
×Self Culture,Feb.1898
The American Friend,Sept.29,1898
"Nothing without Labor"Report of the G.J.R.Association, July,1899
Missionary Review of the World,Nov and Dec.1899
Journal of Education,Jan,4,11,18,1900.
The Coming Age,Jan,1900.
× Wide World Magazine,London,May and June,1900.
Quarterly Record,Dec.1900.
Harper's Weekly,This Busy World,Jan,12 ,1901
× Puritan Feb.1901.

Opinions of the Republic

× President Charles W.Eliot,Harvard.
× Professor Wm.T.Blackman,Yale.
× Rev.Wm.R.Huntingdon,Rector of Grace Church,New York.
× Hon.Chas.S.Fairchild,Ex-Secretary of the Treasury of the U.S
× Jacob A.Riis
× Albert Shaw--"Review of Reviews"
× Rev.Theodore L.Culver--"The Evangelist"
× Rev.Washington Gladden--"The Outlook"
× Dr Winship (Boston)--"proceedings of Educational Inst.of N.B
× Hon Theodore Roosevelt--Vice President of the United States

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Schools

General Instructions

Department of Indian Affairs,

OTTAWA, 23rd April, 1904.

During the discussion of the Indian Estimates in the House on Indian School Estimates, the Minister stated that some of the difficulties we have to

•Fuse is to determine w

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•The

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•to get along as well as

•But experience shows that in very few cases in the

•And a boy or girl capable of taking care of himself

•or herself in contact with the white race."

Mr. Sproule, in reply, said he was glad that the

•are not living among

•Indians as an ordinary white man.

•Stone enough on trial to enable us to determine

•whether [illegible] a success or a failure, and if it

•[illegible] Indian [illegible] be better to [illegible]

Indian workers claim that the ontario [illegible]

not deficient either in morality or mentality, [illegible]

[illegible] of the Carlisle

[illegible] Col. Pratt [illegible]

[illegible] conclusively, for he has turned

out hundreds of Indian youths [illegible]

who have taken their places as citizens of the

United States [illegible]

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talk of life. The labors of the Rev. William Duncan of Metlakahtla resulted, more than twenty years ago, in founding an ideal community, which was an example of industry and morality to the whites in the neighborhood.

If one school can produce hundreds of thrifty, law-abiding citizens and if one man can convert a whole tribe of untutored savages into self-supporting and self-supporting members of society, surely equally satisfactory results be obtained in other schools, which are entrusted to religious organizations, who have control, while the Department has the responsibility. The trust must be in the system.

The school in the west was opened about 17 years ago, principles established on the American system of that date and adhered to ever since with very indifferent results. The present system of religious training, prayer, industry, authority, discipline, respect, obedience and other virtues but confers no worldly wisdom or initiative on the pupils, and the individuality or force of character, they are worse when they enter, than they leave and are content to remain in want all their days.

The money spent on the education of Indian children at our so-called industrial schools should represent something better than the perpetuation of generations of paupers.

The present system which is responsible for spoiling an Indian and not making him equal to holding his own with ordinary type white settlers, is all wrong and cannot be changed too soon, and I respectfully submit that the adoption, or partial

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The Association for Befriending Indian School Graduates.

Many have spoken to me in favor of the objects of our Association, since our last meeting, and too — some objections have been raised. Yet there has been no objection grounded upon actual experience sufficiently strong to make me change my belief in the need of this work. Rather, from studying it further I feel the need more deeply.

The results of no previous trial of placing Indian graduates out at work can be taken as a measure of the success to look for in this, because there has not been any organized effort of this kind in America before.

We shall not only find work for the young Indians but we shall welcome them among us, and encourage and entertain them throughout their stay. All who would become Associates must pledge themselves to this. It will not be by any means a difficult undertaking, for every one who has ever worked sympathetically among Indians has experienced a rare fascination that make many apparent sacrifices easy, & in acceptable, to him. I shall not attempt to analyze or explain this universally remarkable attraction, but assuredly it exists and I trust every Associate will feel it within a few years.

The main object of the Association

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is to take out into the cities some of the Graduates of our Catholic Indian Industrial Schools: the Graduates of other Indian schools to be cared for by Associations in connection with the various missionary bodies in charge, if desired.

One of the first things to understand definitely is that we should prefer to have Western Indians cared for by Western branches of the Association, if possible, and so that we do not propose bringing out whole classes of graduates.

We will take rather the individuals whose abilities and temperament particularly recommend them, and who are desirous of coming.

Some of the School-principals are timid about sending their pupils out to the cities. In their regard for the darker side of city-life they forget that the spiritual side is trebly more active than in country life. We must have them send out a few young graduates at first, for they can do it, if they will.— Then let the work of our Association but be thorough and earnest — not merely a kindling of fine ardours and sympathetic interest in the beginning, and the faddists' inertia afterward — and the results will be so great and the reports sent home so bright, that it will soon be considered an honour and a desirable thing to pupils and parents for a graduate to be chosen to work in town.

The proposed Constitution explains itself. Each Indian boy or girl brought into town will not only be the protegé of the Association, but will be under the particular care of some one Associate. These Associates will call upon their protegées from time to time, and the Indian should always feel at liberty in any difficulty to go to that Associate

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for advice or encouragement.

There will be a Chaplain attached to each branch. We are most fortunate in Ottawa in the Chaplain whose appointment we anticipate. He is deeply interested in the spiritual and social advancement of the Indian and has but recently returned from a Western mission.

The pleasant little evenings to be held at an Assembly room will be as helpful to the Associates as the Indians. There is nothing we need more to learn as Christian workers than the great want at present of brightening the right path for the masses of workers in the world.

Work in this age is strenuous and exhausting. Body and Spirit alike need some refreshment afterward. But people have forgotten how to actually take a rest; they prefer to find relief in pleasure of some sort.

Then since Vice flaunts herself everywhere in every conceivable form of attractiveness, there is no earthly reason why Virtue should stalk through our homes or assemblies in a shroud. ~~Austerity has its beneficial aim.~~

The world, including the religious world, has need of robust workers, and to work up to the best that is in us, we have need of the best of recreation. Let us learn through the Indian Graduates the possibilities the leisured class have in this age of humanitism to lift and cheer the conscripts of life — the tired workers.

Women can do so much good in this way, and to-day for some reason they form the majority of Christian workers along these lines. Yet the work of Associations of laity for meeting social problems of Indians or white men is not for women alone. There is

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place for men-workers too.

We need men in our Association and everywhere in our everyday life of the type of Arnold of Rugby. A man whose elements character and high ideals never set him on a pedestal so high that his downstretched hands could not meet the weaker ones of his stumbling brethren.

The plan of the Association is not offered to you as a perfect one at all. It lies open and inviting amendments. It is only a beginning, but there must be some germs of the right method in it since so many different Indian workers have testified that the quickest way to develop the Indian is ~~to~~ by bringing him into contact, industrially and socially, with white people, and as one cannot repeat too often, white people of the right sort.

This is the underlying principle of our Association.

The Indian boys and girls at the Industrial Schools receive the training they need to fit them for work among us; their race is destined to become citizens of Canada with us — ~~and~~ who has a better right than they to the honour of Canadian citizenship when they are fitted for its responsibilities? — and though that time is quite distant still, the sooner the work of fitting them is begun in every possible way the better the Indian will be prepared.

I was talking recently of this and other matters of Indian education and

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progress to a man, a clever man he is too, but who confessed he has not studied the Indian question.

He suggested that I seemed anxious to have the Indian come on too quickly, more so than was practical: that in fact my enthusiasm outran common sense.

"Look at the centuries it took our own ancestors in Northern Europe to become even as civilized as these Indians are now!" he said.

And I did look back to our own "flint-hurling, hair-mantled" ancestors, as Carlyle describes them, and acknowledged the truth of what he said.

But — when our ancestors were coming out of barbarism the world was younger, and the nations were growing up together. The Indians are differently circumstanced now. They are a race of children constrained more and more each year to come into contact with a fully-developed race.

There is no time to wait with folded hands for their complete evolution, though it is true people might take them up more gladly then — when the need for it was gone.

The highest ideals and standards of our civilization are none too good to set before the Indian. Our Schools recognize that but, when school-life is finished, there is the Reserve before the young people, and to phrase it mildly, it is not always easy there to live up to the Schools' standard of health and industry and general progress.

Outside of churches and schools

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the white people Indians usually meet are not often best calculated to advance them, spiritually or materially.

They come in contact oftenest with the close bargainer whose acts almost unconsciously suggest to the Indian that money is the highest good in life to white people, and that it is excusable to stretch one's conscience a bit to obtain it.

Some of the men freighting in the West or jobbing in the East meet jovial, good-for-nothings idling outside of saloons.

Very friendly fellows, these white men, and for quite a small consideration they will go in and buy the Indian a flask of liquour! They do it warily, for in their code it is a sin to break the law if you permit yourself to get caught.

In the lumber-camps from Lake Superior eastward you will find a great many Indians at work, but with all respect for some thoroughly good shanty men I have met in the west, I should say the gangs in most of these camps are not likely to edify anyone or elevate one's standard of life.

As to the women, in the East a few of them selling wares meet well-dressed women on the verandahs of summer cottages and hotels; and of course they come in contact with the trim exteriors of many good homes. But how can the Indian woman imitate what she has never seen - the strict cleanliness and cosy appointments of a well-ordered home among her white sisters?

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The Indian mothers are, as a rule, more affectionate than the white mothers of America; this is one of the beautiful traits of their character. But the great majority of them have a pitiful disregard for the laws of hygiene in bringing up their children and can not make their homes bright or attractive, because they often have not the vaguest idea of how to set about it.

The younger, educated generation feels this keenly.

Indian girls from Kamloops, Regina, All Hallows and Qu'Appelle Industrial schools have been from time to time at service in the towns near those schools. & They have given such satisfaction that there is always a demand for them.

Madame Forget of Regina, who has an Indian girl in her employ at Government House, says there is no need of an organization to find places for Indian graduates at Regina, as the graduates of these schools, wishing to enter domestic service, may practically choose their own places at good wages.

But the principals of the schools seem to have withdrawn their encouragement from the outward movement. A new plan has been taken up in the West to the exclusion of all others — that of marrying the graduates and settling them in small colonies isolated from their uneducated relatives.

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Isolated, they say, – yet on the same reserve, and that in a country where 20 miles is a mere jaunt.

It is a good plan and if a real desire and aptitude for farming could be developed in the Indians as a whole it would be practically the best and only plan. Its progress will be very slow however upon many reserves, because it depends greatly upon what manner of man the Agent is. As yet it has been introduced to any extent upon only one Agency. For the Eastern Indians this plan is not at all a suitable one. Most of the Quebec Indians have not the land to spare for this, and the North Shore Ojibways simply will not farm if there is a lumber-camp, a mine or a fishing-station within fifty miles of their reserves.

The Agent for the Kamloops Indians reports them as industrious, sober & law-abiding, yet many of them are employed on railroads, fishing, mining and freighting.

In the last Report of the Deputy Superintendent General of Indian Affairs we read that after years of opportunities for taking to agriculture the Micmac Indians have cultivated only one-quarter of an acre to each unit of the population.

The Oka Indians are the only really agricultural Indians of Quebec.

Ontario has quite a number in the Western peninsula, but the North Shore, Lake Superior, Rat Portage and Manitoba

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Indians do little more than gardening.

In a few inspectorates in the North-West Territories, where the land is very fertile and easily worked or suitable for ranching, the Indians may be classed as agricultural. In British Columbia again those near the canning factories and railroads prefer these industries to farming.

But few races manifest a desire to be entirely agricultural and among Indians least of all is the desire universal. Perhaps when nature-study comes to be introduced into every Indian school a taste for agriculture may be developed in the Indians, but just now there is a generation of ed-ucated young people on the reserves waiting to begin life at some congenial work.

An Ethnologist recently discovered in the peninsula of Sin Ki records inscribed in a form of Japanese characters similar to the few Iroquois inscriptions that have been found in the Eastern States.

When deciphered these records strengthened the former impression of Ethnologists, American and Japanese, that the Indians of America and the Japanese are of the same stock.

Now, the Japanese, as we know, are particularly clever in fine handiwork. So too are our Indian men and women at basket-work, bead-work, bark-work, mat and blanket weaving and in making lacrosse sticks and snowshoes.

They have been fitted by nature and by

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centuries of ingenious handiwork to become efficient workers at our various industries.

Then the two schemes should be encouraged and permitted to supplement each other. The farming colonies for the majority, if you will, but ~~#~~ ours for those who want to come and see the world and take their place with us.

The boys could be placed at various trades, or as gardeners, and a few at more intellectual work, possibly. Most of the girls would find work at domestic service, but at least a few of the most capable and cheerful and healthy should be thoroughly trained as nurses, and then joined to the Victorian Order sent back to help their people. The good they could do there in preventing the spread of tuberculosis and other disease is inestimable. ~~warrant~~. Indian women are usually deft-handed, soft-voiced and sympathetic; they would seem to be particularly fitted for the nurse's profession, and have in fact proven it after graduating from the American schools.

Our plan has also this recommendation, — that it will educate the public up to a knowledge of the capabilities and good traits and social needs of these people toward whom we will have undeniable responsibilities for many decades yet.

It is one of the remarkable things in connection with the Indian question that white people in general, even the most cultured, know nothing of the Indian of today.

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Summer tourists know the fat Indian perspiring under her load of baskets; fortunate men who go back to our Northern hills and lakes each year, know there the "Silent, Smoky Indian" Kipling knew as guide. But these can not be taken as altogether representative types of a race that improves upon acquaintance. When their mask of reserve is once laid aside we learn that they are honest, tactful, grateful, humorous, obedient and less quarrelsome than white races.

At the Congress of Indian teachers at Buffalo this year, Major Pratt, Superintendent of Carlisle School who has almost 1500 pupils under his supervision says that although 620 of his boys and girls are at work in Pennsylvanian families more than 1000 applications for help had to be refused last year. The applications came from farms, shops and homes.

The Superintendent of Phoenix School, Arizona, has over 300 pupils working out half their time as housemaids and laborers. The Indian girls from the School are so much in demand that he could send out 1500 more within a radius of 5 miles.

What these men and other Americans have been doing with their Indians for the past 15 years surely we can also do.

Descendants of various races, we Canadians are beginning to build up the fires

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A patriotic love for our own Canada. Yet back of us is a very substantial shadow of the people who love Canada as a man can only love his fatherland. They are the people whose birthright we are enjoying.

We have dispossessed them, as amicably as possible, it is true, and headed them back on to Reserves, and, when we except the handful of missionaries and officials, have tried to forget the Indian's existence

But he has been coming on to a stage of civilization, where we can and should help him in new ways. Honour and Justice demand of us everything we can do now for the people we have pushed back into an ignoble dependence.

Nothing that we purpose doing for the Indian is going to injure the prospects of the white labourer. The white man has 2000 centuries of civilization behind him, at any rate; if not quite worthless, he should be able to take care of himself industrially - I do not say socially.

This work for the Indians is lying at our hands waiting to be taken up. Shall we refuse it? — and to our own reproach and regret afterward let the responsibility slip from our shoulders to await the advent of more energetic workers? I think not; I hope not. For myself I shall never quit the work until these necessary steps have been taken for the Indian's advancement, and successfully taken.

Katherine Hughes.

At meeting held in Ottawa, Sept 15: 1901 in interests of an educated Indians.

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Copy.

Delegatio Apostolica
No. 907.

Ottawa, Canada. Sept 14, 1901

Esteemed Lady,

I have learned with great pleasure the interest which you are taking in the welfare of the Indian boys and girls, especially in the making of some arrangements whereby these boys and girls, after leaving the industrial school, should be provided with some employment.

It is, indeed, deplorable to see these boys and girls receiving a good education at many sacrifices on the part of the Government and the instructors, and then being forced back to their reserves, where it is almost impossible for them to avoid falling back into their former way of living.

What a delusion for these poor children! — They have been brought to the schools, in order to educate them and to ameliorate their condition, and afterwards they are permitted, and even forced to relapse into their former ways, because there is no opening for them where their education could be of any benefit to them, and because there is a lack of persons who would be disposed to accept their services. It would have been better to allow them to follow the customs of their sires, than, after filling their minds with ambition by a superior education, to blight their hopes and to allow them to retrograde into their former way of living.

Wishing you God's choicest blessings for the good work,

I remain,
Sincerely Yours,
+D. Falconio. Arch. of Larissa
Apostolic Delegate

Miss Hughes
Ottawa —

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Cost of schools conducted by the Methodist Church

to June 30, 1904.

School	Date of opening	Number of Pupils boarded for	Per Capita Grant	Average attendance	Per capita Cost	Total cost of school since inception	additional cost met by Dept. for buildings and repairs
Industrial Schools.							
Mount Elgin	1847	100	60	101	199.96	139,894.00	26,800.00
Brandon	1895	115	120	101	120.74	164,670.00	40,989.06
Red Deer	1893	80	130	70	156.69	133,466.79	40,661.29
Coqualeetza Home	1890	80	130	84	135.89	83,917.30	5,000.00
Total		375		356		521,948.09	113,450.35
Boarding Schools.							
Norway House	1899	50	72	46	113.49	15,115.60	4,978.00
McDougall Orphanage	1887	40	72	39	139.77	42,711.03	15,243.00
Port Simpson (Boys)	1902	10	60	21	69.05	1,000.50	--------
Port Simpson (Girls)	1893	20	60	43	103.57	13,010.23	--------
Total		120		149		71,836.36	20,221.00
Day Schools.		38 day schools				190,458.24	

RECAPITULATION.

Industrial Schools		$521,948.09
Boarding Schools	$71,836.36	
" " Expenditure on buildings, etc	-20,221.00	92,057.36
Day Schools		190,458.24
Total		$804,463.69

KODAK SAFETY FILM

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Cost of schools conducted by the Presbyterian Church to June 30, 1904.

School.	Date of opening	Grants of public funds for	Per Capita Grant	Average attendance	Per Capita Cost	Total Cost of School - maintenance	Additional cost met by Lieut. for buildings and repairs	Remarks
Industrial Schools.								
Regina	1891	125	130	83	150.11	371,213.01	20,110.79	Deficit of $13,690.62 paid 1904-05 and grant increased to $145 per capita.
Boarding Schools.								
Cecilia Jeffrey	1902	30	72	17	252.38	1,966.20	150.00	
Portage la Prairie	1891	25	72	30	152.20	16,934.54	--------	
Birtle	1888	45	72	39	156.59	31,309.20	750.00	
Crowstand	1889	25	72	40	153.58	35,132.15	3,700.00	
File Hills	1889	15	72	15	244.82	13,566.49	450.00	
Round Lake	1887	40	72	25	198.76	25,232.56	--------	
Muscowpetung	1889	--	--	--	------	4,582.57	--------	Closed in 1894.
Stony Plain	1891	--	--	--	------	2,445.25	600.00	Closed in 1894.
Ahousaht	1903	25	60	28	98.98	3,946.78	--------	
Alberni	1899	50	60	38	177.58	6,968.92	1,500.00	
Total		355		323		138,072.54	6,150.00	

Day Schools. 6 day schools 30,072.35

RECAPITULATION.

Industrial Schools			$371,213.01
Boarding Schools		$138,072.54	
" "	Expenditure for buildings	6,150.00	144,222.54
Day Schools			30,072.35
		Total --------	445, 507.90

Cost of schools conducted by the Church of England to June 30,1904.

School	Date of opening	Number of Pupils provided for	Per capita grant	Average attendance	Per capita Cost	Total Cost of school since inception	additional Cost met by Dept for buildings and repairs	Remarks
Industrial Schools.								
Shingwauk Home	1874	100	60	56	171.82	91,454.27	8,992.98	Deficit paid of $1,492.98
Battleford	1883	120	145	86	156.13	378,212.95	64,995.91	
Alert Bay	1894	35	130	11	303.25	51,499.50	3,350.00	
Lytton	1903	40	130	16	355.29	3,263.11	---------	Built and equipped by New England Co.
Metlakatla	1889	30 / 30	140 / 100	51	130.20	99,624.51	12,866.65	
Mohawk Institute	1831	100	60	77	124.61	71,101.29	---------	Built and equipped by the New England Co.
Elkhorn	1888	100	120	58	297.46	266,697.04	79,379.79	These schools are also Church of England,
Ruperts Land	1890	120	125	77	213.94	242,284.37	70,420.40	although classed as undenominational.
Calgary	1896	50	130	28	281.05	89,175.61	62,616.79	
Total		735		460		1,373,312.65	302,622.52	
Boarding Schools.								
Alert Bay (Girls)	1895	10	60	6	109.67	4,594.50		
Yale (All Hallows)	1889	35	60	31	84.06	24,687.70	500.00	
Blood	1893	50	72	45	140.19	37,250.41	2,500.00	
Emmanuel College	1891	20 / 32	100 / 72	49	173.29	38,559.26	2,900.00	Deficit of $8,759.27 paid since June 30,1904.
Hay River	1902	20	72	20	72.00	1,440.00	---------	
Gordons	1892	50	72	35	155.32	28,747.38	2,400.00	
Lesser Slave Lake	1895	15	72	25	45.00	8,545.64	---------	
Old Suns	1892	50	72	40	130.78	19,936.85	2,300.00	
Onion Lake	1895	20	72	15	258.75	8,978.75	300.00	
Peigan	1894	30	72	22	174.81	16,692.60	1,964.94	
Sarcee	1895	15	72	14	202.80	11,948.32	1,245.00	
Wabigoow Lake	1902	15	72	13	116.35	1,487.20	----------	
White Eagle	1894	--	--	--	------	12,734.43	---------	Amalgamated with Old Suns in 1901.
Total		342		305		215,563.02	13,909.94	

Roman Catholic Schools (Continued)

School	Date of opening	Number of Pupils furnished for	No. of pupils on roll	Average attendance	Per capita cost	Total cost of school since inception	Additional cost met by Dept. for buildings and repairs	Remarks.
Boarding Schools, (Continued)								
Isle a la Crosse	1897	30	72	30	72.00	6,624.00	----------	
Lesser slave Lake	1898	40	72	35	167.45	13,903.20	----------	
Muscowequans	1890	30	72	30	113.42	27,758.12	2,050.00	
Onion Lake	1895	50	72	41	109.47	30,270.32	2,003.00	
Peigan	1894	35	72	21	128.86	10,101.40	4,475.00	
Smoky River	1900	15	72	14	150.71	4,188.00	----------	
St. Alberts	1889	80	72	69	69.83	74,896.41	----------	
Thunderchilds	1901	30	72	18	139.19	3,508.80	2,500.00	
Vermilion	1903	15	72	2	82.80	165.60	--------	
Wabiscow Lake	1902	35	72	35	54.00	3,147.40	--------	
Standing Buffalo	1890	--	--	---	------	1,835.20	--------	Closed in 1893.
Muskeg Lake	1890	--	--	---	------	984.19	--------	Closed in 1898.
Squamish	1899	50	60	50	71.84	8,716.57	---------	
St. Marys	1885	60	60	69	87.18	44,465.69	3,050.00	
Total		895		821		445,492.06	50,983.00	

Day Schools — 70 day schools 350,844.51

RECAPITULATION.

Industrial Schools		$ 1,487,235.85
Boarding Schools	$445,492.06	
" " expenditure on buildings	50,983.00	496,475.06
Day Schools		350,844.51
Total		$ 2,334,555.42

Cost of schools conducted by the Roman Catholic Church to June 30, 1904.

School	Date of opening	Number of Pupils provided for.	Per Capita Grant.	Average Attendance	Per Capita Cost	Total Cost of School since inception	Additional Cost met by Dept for buildings and repairs.	Remarks.
Industrial Schools.								
Wikwemikong	1860	125	$60	123	103.03	94,551.70	6,200.00	
St. Boniface	1889	100	110	72	131.93	165,939.02	33,362.85	Closed May 31, 1905.
Qu'Appelle	1884	235	120	221	172.31	548,620.14	85,198.82	
St. Josephs	1884	120	130	77	190.37	300,967.79	59,649.28	
Clayoquot	1900	50	130	58	152.69	15,316.41	3,000.00	
Kamloops	1890	50	130	52	127.38	91,156.70	11,599.28	
Kootenay	1890	50	130	51	132.68	98,992.80	13,905.79	
Kuper Island	1890	50	130	58	124.95	100,509.18	12,081.95	
Williams Lake	1891	50	130	44	131.75	71,192.11	4,000.00	
Total		820		756		1,487,235.85	228,997.97	
Boarding Schools								
Ft. William Orphanage	1884	---	500	31	93.53	9,470.00	2,500.00	This is the only school not conducted on a per capita basis.
Pine Creek	1890	60	72	55	80.80	25,854.00	2,850.00	
Rat Portage	1897	30	72	30	79.40	14,616.40	2,500.00	
Waterhen River	1890	15	72	--	----	9,538.74	--------	Closed 1900. Amalgamated with Pine Creek.
Blood	1898	30	72	28	112.50	6,638.28	3,750.00	
Blue Quills	1893	45	72	28	98.89	26,615.11	2,500.00	
Crowfoot	1900	25	72	20	138.25	5,008.92	3,450.00	
Cowessess	1898	45	72	40	105.80	10,420.20	--------	
Duck Lake	1895	100	100	99	107.84	76,529.65	16,275.00	
Ermineskins	1895	50	72	48	69.46	21,970.56	3,300.00	
Ft. Resolution	1903	25	72	13	61.06	793.80	----------	
Ft. Chipewyan	1900	40	72	35	150.68	8,502.60	---------	

Tabular Statement

Showing the total cost of all Day, Boarding and Industrial Schools according to Denominations to June 30, 1904.

Roman Catholic.....	Industrial....	$1,487,235.85		
	Boarding.....	496,475.06		
	Day.....	350,844.51...	2,334,555.42	
Church of England.....	Industrial....	1,272,312.65		
	Boarding.....	229,492.96		
	Day.....	365,880.30...	1,867,685.91	
Presbyterian.....	Industrial....	271,213.01		
	Boarding.....	144,322.54		
	Day.....	30,072.35...	445,507.90	
Methodist.....	Industrial....	521,948.09		
	Boarding.....	92,057.36		
	Day.....	190,458.24...	804,463.69	
Undenominational.....	Day.....	305,494.04	305,494.04	
		Grand Total.....	$5,657,706.96	

Note:-

The expenditure on Day Schools is approximate. The schedule of school payments only shows the salaries paid teachers of day schools. Ten per cent on the cost is allowed each day school for incidentals, which include buildings, repairs, furnishings, school-supplies, etc.

The per capita cost of Boarding and Industrial schools is calculated for the year ended June 30, 1904, from the financial statements furnished by these schools.

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Cost of schools conducted by the Church of England to June 30, 1904. (Concluded)

Day Schools	73 day schools ---------		$365,880.30

RECAPITULATION.

Industrial Schools			$1,272,312.65
Boarding Schools		$215,583.02	
" "	expenditure on buildings	13,909.94	229,492.96
Day Schools			365,880.30
	Total----------		$1,867,685.91

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EXTRACT from Hansard of 18th July, 1904: Discussion on the

SCHOOL ESTIMATES.

Indians.Manitoba and Northwest Territories: Day, Boarding and

Industrial Schools $203,300.00

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Mr. LaRiviere: I wish to ask the Minister if the policy hitherto followed by the Government with regard to industrial schools is being changed? I understand that one of these Industrial schools i. Manitoba and another one in the Territories are being closed, and that boarding schools on the reserves are being substituted in lieu thereof. Is that a new policy on the part of the Government?

Mr. Sifton: I have discussed this question of industrial schools in the House several times before and stated that my views generally views have not changed and the policy of the Department is just the same as it was when I explained it on a previous occasion. My own belief is that the system of industrial schools as I found it in operation when I took office, is not the best, or the most effective, or the most economic way of improving the condition of the Indians. I thought the system adopted was an artificial system. I found that Indian boys and girls were being kept in these schools in some cases until they were 23, 24 and 25 years of age. The Dominion of Canada is not under any obligation to conduct a system of education for an Indian tribe, under which the education of each child became so expensive and artificial. I put in force a rule that children were not remain in the schools after the age of eighteen and that rule has been followed except in a very few cases where for special reasons it has been relaxed. We have substituted a less elaborate system: a system of what we call boarding schools where a larger number of children can be for a shorter time be educated more economically and generally more effectively. What we desire to do is not to give a highly specialised education to half-dozen out of a large band of Indians, but if possible to distribute over the whole band a moderate amount of education and intelligence so that the general status of the band would be raised. While some of those engaged on behalf of the different churches in Indian education were not of my view at the time, I believe they have pretty well come to that opinion now. I did not think it was justifiable for me to change the policy which had been

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been deliberately entered upon and in regard to which a large amount of money had been expended, so I stated to the House that while on the whole I held that view, I was not prepared to discontinue the industrial schools which existed. I thought I was bound to continue them much on the existing lines, but that the rule should be enforced that pupils should not remain to an advanced age. I held, however, that in the establishment of further institutions the principle should be followed of constructing a boarding ~~school~~ rather than an industrial school system. My hon. friend (Mr. LaFlèche) is probably aware that the authorities of St. Boniface Industrial School have found that the principle which I have advocated was the principle which should be applied in carrying out their work, because the Department accepted a proposition of theirs by which they agreed to take off our hands at a valuation the buildings and the property of the industrial school at St. Boniface and to build three boarding schools in lieu thereof. They agreed with my opinion that the boarding schools, where a less elaborate and lengthy system of education would be carried on and a larger number of children benefitted (those schools being placed at different points upon the reserve) was more beneficial than the carrying on of one industrial school at St. Boniface. We are carrying on the industrial school which exists at the present time. Our desire is not to multiply them but to inaugurate boarding schools wherever additional educational facilities are required. Experience shows that in order to get really effective results, the boarding school must be resorted to. In some places where we have day schools, and where we cannot incur the expense of a boarding school, the results are not as satisfactory as we could hope.

Mr.LaFlèche: Do I understand that the boarding schools are as effective as the industrial schools? I would remind the hon. gentleman that the education of the Indians does not merely consist of teaching them to read and write but that in addition they have to be civilized. In that case if you keep the Indians within their reserve I am afraid the civilization of the Indian will not be attained. I believe the best way to civilize them is to remove them from their reserves and get them to lead a civilized life at least for a certain time, I fear that the civilization of the Indians will not be attained by keeping them on their reserves, removed from the knowledge and influences of

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civilization. I do not think that the question of cost should be taken into consideration in such a cause and I fear that we are going back on a system that was found to be good. I see from the last report of the Deputy Sup't. General of Indian Affairs that he proclaimed the system of industrial schools to be far better than the other system on that very account.

Mr. Sifton: The result of my observation and study in connection with the industrial schools was this, that the attempt to give a highly civilized education to the Indian child, keeping him in a school until he was 22 or 23 years of age and attempting to teach him a trade, was practically a failure. I have no hesitation in saying (we may as well be frank) that the Indian cannot go out from a school, making his own way and compete with the white man Experience shows that when you give an Indian every possible chance until he is 22 or 23 years of age you cannot afford to turn him loose to look after himself; you will get no satisfactory result, an Indian cannot succeed in competition with other people. That was why the teachers in some of the schools insisted on keeping the pupils after the age when they ought to be sent out. Then I asked: Why do you keep these pupils here? The answer was we did not know what to do with them. If they go out they must either attempt to compete with other people or go back to the reserve. I have no doubt myself that a system between the day school and the industrial school whereby any child could be taken in at a moderately early age and kept for four or five years of training in the school, is the system under which you could get the best results. I may say that in the Inspectorate of Mr. Graham, the Qu'Appelle inspectorate, this system has been inaugurated. Mr. Graham has set apart a portion of the reserve where the pupils from the industrial and boarding schools are encouraged to settle and take up allotments, so that that have practically a separate settlement, one being alongside the other they have a certain amount of encouragement to continue a civilised life. That the system has been in operation for a comparatively short time, but Mr. Graham is satisfied that it is going to prove successful and I myself am satisfied on general principles that it will probably be the most successful way of bringing about a higher state of civilisation amongst them.

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Mr.W.J.Roche: Might I ask the hon. minister if it is the intention to continue the Elkhorn Industrial school and are the trades still being taught to the Indian pupils in that school?

Mr.Sifton: No change has been made in the Elkhorn school except that we are trying to cut down the expenses. The expense has been very high, I think unreasonably high, and there has been a contest between the head office and the Commissioner in regard to keeping it down. The expense was cut down a little during the past year. My hon. friend will find in the report of the Department the following statement:- "We are **incouraging** the boys to take up **agriculture**, as we feel that "this is the most important industrythat can be taught them. The boys "are instructed in carpentry, painting, bootmaking, farming and gard- "ening. A number are also employed in general work about the institu- "tion and in keeping the grounds in order. The girls are taught cook- "ing, housework, laundry-work, dressmaking, plain sewing, knitting "and crocheting. They perform all the necessary household duties in "all of which they show great aptitude."

Mr.Clarke: When the item of'schools, day, boarding and industrial' was up I intended to ask the hon. minister as to the percentage of Indian children that pass through the Indian schools who retain the veneer of civilization which they receive there? I visited the Indian school at Brandon, was very much interested in the work, and would like to know from the hon. minister if these children after passing thro' the school, are sent back to the reservation , and if so, how many of them lapse again? How many of them retain the polish they got in the schools and what becomes of them?

Mr.Sifton: I could not offhand give the hon. gentleman the exact statistics.

Mr.Clarke: I just want the hon. gentleman to state generally.

Mr.Sifton: Speaking generally the result has been that the pupils of the industrial schools have not been able to go out in ordinary life and compete with white men. I have stated my opinion as to what was the result and what was likely to be the result of this form of Indian education. I am perfectly satisfied that you cannot take the child of the ordinary prairie Indian, put him in an industrial school, keep him there until he is 21 years of age and turn him loose to earn

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...ain living amongst white men. He has not the physical,mental or moral get-up to enable him to compete.He cannot do it. The fact it has been that to a large extent the Indians who have been educated in this way have gone back to the reserves. I do not think that this work has been in any way lost because I can say to my honourable friend from my own knowledge having lived in the Northwest since 1876, that there is the most marvellous change in the general character of Indian bands.

Mr.Clarke: Is that the result of the infusion of educated civilized Indians into the reservation?

Mr.Sifton: I think that is very largely the result of the educational work that is being carried on. I think we have got less per dollar from the money we have expended in the industrial schools than we have from any of the other schools. I believe in the day and boarding schools. We have got a great deal more for the money which has been expended on those schools. While we have not educated them to such a high point, we have infused a great amount of education amongst a larger number. A very promising experiment is being made by Mr. Graham, the inspector of the Qu'Appelle Agencies, who has been most successful in bringingabout a better state of affairs amongst the Indians under his charge. He has made good practical farmers out of them; they raised 85,000 bush. of wheat last year; we are now buying cattle from them for supplying other reserves; they are most successful and we have ceased the distribution of supplies amongst them. Mr. Graham has adopted this plan: He has set aside locations on certain portions of the reserve and he encourages the young men and the young women up who come from the schools to marry and settle down on these locations. He endeavours to see that they are not interfered with by any of the rest of the Indians. As a matter of practice, one of the most serious difficulties in improving an Indian band is that just as soon as an Indian couple show an inclination to thrift and gather a little property around them, all their Indian relations think it is not necessary for ther to work just in proportion as this couple is prosperous. Their relations take their supplies and consequently they have no encouragement to accumulate property. Mr. Graham has been most successful in this experiment. A few years ago I put him in charge of three different

agencies

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vancies and lately I have promoted him to be inspector, so that he has a larger scope for his activity. I believe Mr. Graham will solve the problem if it can be solved, and he will solve it by endeavouring to promote settlement in a **separate** locality of those who come from the schools, and where they can have as much higher of civilized life as they could if they settled amongst other Indians.

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S T A T E M E N T .

Showing expenditure on industrial schools for Year ended June 30.,1907

.....

O N T A R I O .

Mohawk Institute	$ 5,460.00
Mount Elgin Institute	6,000.00
Shingwauk Home	3,337.00
Wikwemikong Schools	7,112.00
	[illegible]

B R I T I S H C O L U M B I A .

Alert Bay	[illegible]
Coqualeetza Home	5,876.78
Kamloops	6,497.33
Kootenay	[illegible]
Kuper Island	[illegible]
Lytton	400.35
Metlakahtla	[illegible]
Williams Lake	[illegible]
	[illegible]

M A N I T O B A .

Brandon	14,733.00
Elkhorn	19,071.47
Rupert's Land	13,945.85
St. Boniface	[illegible]
	[illegible]

N O R T H W E S T T E R R I T O R I E S .

Battleford	13,355.72
Calgary	[illegible]
Qu'Appelle	27,266.01
Red Deer	8,173.61
Regina	15,809.59
St. Joseph	10,302.31
	[illegible]

RECAPITULATIONS.

Ontario	$1,935.00
British Columbia	50,458.81
Manitoba.....	54,790.41
Northwest Territories.....	32,067.45
.....Total expenditure...	$209,241.67

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Summary of amounts contributed to the various Industrial Schools.

Manitoba		
Brandon	142,[illegible]3.0	
Elkhorn	250,[illegible]18.14	
Fisher's Land	125,[illegible]78.71	
St. Boniface	157,[illegible]08.71	
		$ 783,303.76
N.W.T.		
Battleford	[illegible]4,[illegible]55.72	
Calgary	51,206.14	
Qu'Appelle	517,053.53	
Red Deer	122,688.00	
Regina	[illegible]97,[illegible]95.[illegible]4	
High River	237,185.27	
		[illegible],[illegible]71,[illegible]29.05
British Columbia		
Alert Bay	[illegible]0,311.11	
Coqualeetza Home	74,[illegible]07.11	
Kamloops	84,667.54	
Kootenay	82,492.30	
Kupers Island	94,008.43	
Metlakahtla	82,[illegible]08.58	
Williams Lake	65,986.25	
		$ 535,[illegible]11.83
Total		$2,[illegible]49,494.84

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N. W. T. Cont'd)

Regina .....$70,110.79 was expended in the erection of buildings, outbuildings, additions, repairs, equipment, lighting and heating. The total expenditure at this school up to June 30/03 has been $257,820.84.

High River .....$59,849.28 was the amount expended in the erection of buildings, outbuildings, additions repairs equipment, heating etc. The total expenditure at this school up to June 30/03 has been $387,185.27.

British Columbia

Alert Bay .....$3,350.00 contributed by Department towards cost of buildings. The total cost of this school to June 30/03 has been $30,311.11.

Coqualeetza Home.....$5,000.00 contributed by Department towards cost of buildings in 1893. The total cost of this school to June30/03 has been $74,807.11

Kamloops .....$11,598.28 expended by Department in construction of buildings and in repairs. The total expenditure up to June 30/03 was $84,667.54.

Kootenay .....$13,905.79 contributed by Department towards construction of Buildings and repairs. The total cost of the school to June 30/03 was $92,492.80.

Kuper Island .....$12,081.85 has been expended by Government towards cost of construction of buildings and for repairs, and $470.00 for water supply. The total cost of this school to June 30/03 has ben $94,008.43.

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British Columbia (Cont'd)

Metlakahtla .....$10,000.00 has been expended by Government in erection of buildings and in repairs. The total cost of this school to June 30/03 has been $92,808.59.

Williams Lake.....$4,000.00 contributed by Department towards cost of buildings. The total expenditure of this school to June 30/03 has been $6,006.25.

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(Copy)

Ottawa, October 3rd---1904.

Department of Indian Affairs.

MEMORANDUM:

For the Deputy Supt. General.

With reference to your memo. of the 20th August last, I beg to submit statements showing the total cost of operating
A & B: the Industrial schools throughout the Dominion from their inception to the 30th June 1903, returns are not yet in for the year ended 1904, together with a statement showing the amounts contributed by the Government towards the erection and equipment of boarding schools, and, so far as the records of the Department go, the contributions made by the religious denominations carrying on the work among the Indians.

The total cost of operating industrial schools amounts to $2,048,494.64, exclusive of Ontario, the expenditure in this Province has been about $20,000 annually for some years past, while the expenditure for the year ended 30th June 1903 for industrial schools was $209,241.67. This has been increasing
C: annually. The accompaning statement shows the amounts expended on each of the industrial schools in the different provinces for that year.

In reply to your enquiry as to what benefit is derived from the training of pupils in industrial schools, I cannot do better than refer you to remarks of the Minister ascontained in the Hansard of the 18th July of this year when discussing the school estimates in the House. (See page 6956 of Hansard
D: et seq. an extract from which accompanies this memo.) It has never been the policy of the Department nor the design of industrial schools to turn Indian pupils out to compete with whites. The industrial schools were established for the purpose of giving the Indian pupils a better education than the day or boarding schools afforded and to bring them more into the ways of civilized life than the residence on the reserves permits: and I think I may safely say that they have succeeded in this. If they have not gone farther, it has been in part

due

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to the system in vogue at these schools. I have always maintained that more lasting results would be secured if the system were changed so as to necessitate the pupils working their own way through school instead of being carried on nolens volens. The returns giving the status of discharged pupils, who have passed through industrial schools, show in the majority of instances that the results have been satisfactory. The girls in nearly every instance have turned out well and are married and endeavouring to keep a comfortable home. The Indian boys where opportunity offers are working for themselves or others with fair success. Many of the reserves are unfitted for agriculture and the returned pupils have to take up the occupancations of the other Indians of the tribe, and in such case the training at the school has not been of any great advantage to them. Where they are able to do a little farming the training has been beneficial; but they are all handicapped for want of means to make a start, and I claim that if they had the opportunity of earning something while at school instead of depending upon the generosity of the Government to supply them, much better results would follow.

Since the industrial schools were established considerable modifications have been made from the original design, which was formerly to give them trades instruction in addition to farming; now the efforts of all these schools are devoted to agriculture, and such trade instructions as they receive is merely to supplement this design and make them handy all round farmers, carpentering and use of tools being taught to all the male pupils. The girls are all instructed in household duties and should make excellent housekeepers. These schools are not designed to turn out servants or employees.

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LIST SHOWING CONTRIBUTIONS TO BOARDING SCHOOLS.

Ontario.

Fort William Orphanage .....$1,500 paid from band funds towards cost of buildings in 1895.

B. C.

Alberni .....$1,500 paid towards cost of buildings in 1895.

Alert Bay Girls Home .....See Industrial School.

Clayoquot.....$3,000contrimited by Department 1899-1900.

Port Simpson Boys Home .....)
" " Girls ") Erected by Methodist Church.

Squamish .....No grant paid by Dept. towards buildings.

St. Mary's Mission .....$750 paid for addition to buildings in 1898-9.
$2,500 paid from Supplementary Estimates 1903-4 for additions and repairs.

Yale (All Hallows) .....$ 500 contributed towards buildings in 1890.

Ahousaht .....$1,500 voted in Supplementary Estimates for 1903-4.

Manitoba.

Cecilia Jeffrey .....Built by Presbyterian Church. $150. provided by Government for desks.

Norway House .....Government contributed $3,600 towards cost of buildings; $578 for enlargement of buildings and $800 for sick ward and apartments for staff.

Pine Creek .....Erected by R. C. Mission at cost of $12,193. Government contributed $2,500 towards cost of buildings and $150 for fire protection.

Portage-la-Prairie .....Built by Presbyterian Church authorities at their own expense.

Rat Portage .....Cost $3,000,of which the Depart. paid $2,500 from the estimates of 1896-7.

N.W.T.

Birtle .....Built by the Presbyterian Church at a cost of $7,000. Government contributed $750 for water supply in 1893.

Blood C. E. .....Government granted $1150 towards cost of erection, also $900 for repairs, $100 for fencing and $150 for water supply.

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BOARDING SCHOOLS(CONTINUED).

N.W.T. (continued)

Blood R.C. .....Cost $4,000. Government contribution towards building was $2,400, as well as $450 for a furnace,$250 for water supply and $630 for painting, new stable, fencing, etc.

Blue Quills ..... Government contributed $2,500 in Estimates 1899-1900 for removal of buildings from Lac-la-biche.

Crowfoot ..... Government contributed $2,500 for buildings and $950 for a furnace, wall painting, etc.

Crowstand .....Cost $5,400, half of which ($2700) was paid by the Government.

Cowessess .....Built by the Roman Catholics authorities in 1899 at a cost of $15,000 but received no Government grant towards buildings.

Duck Lake .....Government has contributed $11,500 for buildings;$2575 for outhouses;$1400 for repairs and $1000 for furnishings

Emmanuel College .....Built by the Ch.of England authorities. $2876 has since been contributed by Dept. for repairs.

Ermineskin's.....Department granted $2500 towards buildings and $800 for equipment.

File Hills .....Built by the Presbyterian Church at cost of $1550 towards which the Department contributed $450.

George Gordon's .....$2400 provided by the Government for the erection of buildings and small accounts since paid for repairs.

Hay River .....Built by Church of England authorities at their own expense.

Holy Angels .....Built by Roman Catholics Church authorities

Isle-a-la-Crosse..... " " " " " "

Lesser Slave Lake R.C. " " " " " "

Lesser Slave Lake C.E. .....Built by Ch. of England authorities.

Muscowequan's .....Buildings cost $3500. Dept. contributed $1800 towards buildings in 1898 and $250 for fire protection in 1899-1900.

McDougall Orphanage .....Dept. paid $8250 for buildings;$2853 for repairs;$300 for heating;$60 for land and $2750 for a water supply.

Old Sun's .....$2300 spent by the Government for buildings and repairs.

Onion Lake R.C.....$2003.01 contributed by Government towards erection of buildings.

Onion Lake C.E.....Put up by Ch. of England authorities. Dept.has contributed $300 for repairs.

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Boarding Schools (Continued.)

N. W. T. (Continued)

Piegan C.E. .....Dept. contributed $864.94 to old buildings and $1100 to new buildings in 1897.

Piegan R. C.....Government gave $3600 towards buildings: $385 for a laundry; $250 for fencing; $100 for a well; $100 for painting and $100 for storm sashes.

Round Lake.....Erected by Presbyterian Church in 1887 at a cost of $7600. No Government aid.

Sarcee .....Government has given $1025 for buildings; $280 for water supply and paid for slight repairs.

Smoky River .....Built by the Roman Catholic Church authorities at their own expense.

St. Albert .....Built by Roman Catholic Church authorities at their own expense. No Govt. grant for buildings.

Thunderchild's .....$3500 contributed by the Government towards cost of erection of buildings.

Wabiscow C.E.....Built by Church authorities. Completely destroyed by fire Oct. 1903.

Wabiscow, R. C.....Built by Roman Catholic Church authorities at their own expense.

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COPY:-

Toronto, Jan. 1905

To the Honourable,

The Superintendent General,

of Indian Affairs.

Ottawa.

Sir:-

For some time past there has been a growing conviction on the part of those engaged in educational work among the Indians of the Dominion, that a time has come when it would be in the interest of the Government, the Indians and the churches to re-consider the whole question. The experimental stage has had its day and if the results have not been all that was desired or hoped, yet the experience gained may be very useful as indicating wherein past methods have been defective, and whether any of them are capable of improvement or should be discarded for something entirely different.

During the past few months several informal conferences have been held between ~~xx~~ representatives of the Anglican, Methodist and Presbyterian churches for the purpose of comparing views, giving the resuls of experience in Indian educational work, and ascertaining how far the Churches would be prepared to co-operate in bringing the matter to the attention of the Government, and, if desired, in helping to outline a uniform policy applicable to the whole Dominion. These conferences have shown that on many important points there is a general concensus of opinion among the churches, and a sincere desire to co-operate with the Government in any comprehensive plan that will promise better results than have been secured in the past.

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We recognise in common,we believe,with the Head of the Indian Department that the present annual expenditure in that Department is very large; and it has occurred to us that by a careful revision and modification of the educational policy a considerable reduction might be effected,or at all events,such a system inaugurated as would result in far better work. The latter point is the more important;for even large expenditure for the benefit of those wards of the nation should not be objected to if only the work accomplished is in some good degree commensurate with the outlay,but unless good results on a larger scale can be secured,the present expenditure can hardly be justified.

As the object of this memorandum is to invite the attention of the Government to the general question of Indian education with a view to such action in the future as may be deemed wise and expedient,it is unnecessary at present to go largely into details,but we respectfully beg to submit a few suggestions to indicate certain lines along which,in our judgment, changes might wisely be introduced.

As the result of a somewhat lengthy experience we are convinced that the ordinary day school on an Indian reserve is of very little use,and in most cases might be dispensed with to advantage if more efficient provision can be made in some other way,which we deem quite feasable. It seems to be practically impossible to secure anything like regular attendance at the ordinary day school,and the difficulties in the way of inducing the children to use the English language are insurmountable. To secure useful results it is essential that the Indian children during the educational period,should be kept entirely apart, wherever possible,from the associations of life on the reserve, and that the educational process should be continued until an age is reached when they will be capable of taking care of themselves.

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As an alternative for the day school we would suggest a system of well equipped and properly conducted boarding or industrial schools,supplemented by a limited number of institutes where further training might be given to the most promising pupils from the boarding schools. These schools should be,as a rule,at some distance from the reserves,but so located as to be of easy access to the largest number of Indian children,and the equipment should depend,to some extent,upon the surroundings of the school. Where good land is available and climatic conditions are favorably,the chief,if not the sole industries should be:-

(a) For the boys:--Mixed farming,including the raising and care of live stock,cereals,field and garden vegetables,etc. The teaching of ordinary trades seems practically useful.

(b) For Girls:--All kinds of housework,including care of rooms,making of beds,cooking,laundry work,sewing,knitting, butter-making,poultry raising and ordinary garden work.

The age limit for pupils in boarding schools might be from six or seven to twelve or fourteen years,according to circumstances,but each pupil should have at least five years of continuous residence. In view of the suggested age limit,farm work would be on a comparatively limited scale at the boarding schools,but quite sufficient for a good beginning. In localities where farm work is impracticable other forms of outdoor industry for boys would have to be considered, but as the raising of cattle and the cultivation of the soil constitute the forms of industry to which the Indian,under proper training, will most readily adapt himself,and are physically and morally the most wholesome,we respectfully submit they should receive special attention wherever possible.

It is probable that boarding schools such as are here referred to would meet the needs of the majority of the Indian children; but doubtless there will be a certain number for whom

further

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further provision should be made. We would suggest,tehrefore, the maintenance of a limited number of well equipped industrial institutes to which pupils from the boarding schools,who have reached a prescribed standard,might be sent for further training. If taken in at the age of 12 or 14 years they should not be allowed to depart (save under exceptional circumstances) till they have attained their majority,or say 18 years for the girls and 21 years for the boys. We also deem it important that during their stay in the institute the older boys and girls should receive,under careful regulations,a graduated scale of remuneration for their work,and thus be encouraged to cultivate habits of thrift and have something wherewith to begin life when institute days are ended.

And this leads to a point perhaps the most important of all,touching the Indian educational problem,-namely the entire lack of provision to start the young Indians in life when the training time is over. When leaving the institution,at the very door-step there is a yawning chasm without any bridge by which it may be crossed and into which even the most promising pupils must inevitably fall. That is to say,when the institute is left behind,the only refuge is the reserve,or worse still, the hunting lodge,where a few years will undo,in most cases, many years of careful training and frustrate the best efforts of those who seek to raise the Indian into independent manhood. This does not mean that it is useless to educate the Indian.The fatal defect,-the missing link- is just at the point where his education ends and his independent industrial life should begin. We venture to say that if a given number of foreigners,on their arrival in this country,were put upon a reserve and treated in all respects as Indians,in less than a generation they would be Indians to all intents and purposes. So long as the Indian is treated as a ward and a minor,he never can be developed into a man and a citizen.

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As a remedy for the evil referred to what we would respectfully suggest is this: That when an Indian youth has reached his majority and has graduated with credit from an institute, he be given land in his own right, 40 or 80 acres to begin with, and the promise of the balance of the quarter section when he has shown his ability to use it properly. The title to the land to be given at the end of any three, four or five years, when the occupant has proved his capability to maintain an independent position. But the land alone will not suffice. The occupant should receive assistance to provide necessary but inexpensive buildings, a few head of live stock, necessary farm implements to begin operations with, seeds of various kinds and provisions to tide him over the first year at least till the returns from the land begin to come in. Unless this or some analegous plan can be adopted, we see little hope for the industrial future of the Indian tribes.

In regard to the boarding schools we would respectfully call the attention of the Superintendent General to the impossibility of maintaining them on the present per capita basis, and as these schools, at least those within treaty limits, are established in furtherance of the treaty obligations of the Government, there does not seem to be any sufficient reason why the churches should meet the deficit out of moneys contributed for purely religious purposes. If the whole cost is borne by the Department this may raise the further question whether these shall be Government schools pure and simple, and what part, if any, the churches should have in their management. In cases where the Indians belong chiefly to one denomination the case might be met by allowing the authorities of the church in question to nominate the Principal, provision for religious instruction (which we deem most important) to be a matter for mutual arrangement between the Department and the churches concerned.

There are other aspects of this question worthy of careful

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careful consideration which we have not touched upon,but if the Governmentis disposed to go into the whole question,either by commission or directly by the Indian Department,we shall be most happy ye render any assistance in our power and to co-operate in plans that may be deemed most advantageous to the Indian youth of the country.

Respectfully submitted,

Written by
Hon. S.H. Blake.
Ex. member of MSCC

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Department of Indian Affairs.

OTTAWA, 11th January, 1905

The Deputy Superintendent General:-

The memorial hereunder which is undated and unsigned, regarding the question of Indian education, purports to set out the joint views of the three Protestant denominations engaged in this work among the Indians, but before a uniform policy applicable to the whole Dominion could be considered, the Roman Catholic Church would have to be asked to co-operate as they have charge of a larger number of schools and have been longer in the field than any other denomination. They also have more intimate acquaintance with the Indians.

The Minister himself has recognized the desirability of a revision and modification of the educational policy and if the co-operation of all the churches interested can be secured, a better ~~scheme~~ system might be devised than the one at present in operation,-one which would give more satisfactory results for the money expended. The memorial then proceeds to offer a few suggestions indicating certain lines along which changes might be introduced.

It is suggested that a day school on an Indian reserve is of very little use and in most cases might be dispensed with to advantage if more efficient provision could be made in some other way which is deemed quite feasible. This is at present to a large extent correct as out of the 228 day schools in operation on the 30th June last, 98 had an average attendance of less than 10, but the chief failure of day schools in obtaining satisfactory results is owing

to

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to the class of schools established. Many of these schools should be discontinued for lack of attendance but the others should be improved,as a properly conducted day school can make its influence felt on a reserve. Better equipment and larger salaries would be required to put them on a sound basis. Chap.32, 57--58 Victoria,Sections 137--138 provide for the compulsory attendance of all Indian children between the ages of 7 and 16 at ~~a xxx~~ school,and for the punishment of parents or guardians who refuse or neglect to cause their children to attend,Regulations were made by His Excellency,the Governor General in Council on the 10th Nov.1894 for the carrying out of this Act.

The alternative suggested for the day school is a system of well-equipped and properly conducted boarding or industrial schools where children from 6 or 7 to 12 or 14 years might be placed and receive the trainihg indicated in the memorial. We have 46 boarding schools now in operation in the Dominion which have been established at the solicitation of religious bodies. They have provision for 1523 pupils and had an average attendance for the year ended 30th June last of 1449,and are in receipt of a per capita grant of $60 in the Provinces of Ontario and B.C. and $72 in Manitoba and the North-West. Nearly all the schools of this class are in financial difficulties and are poorly equipped and badly placed. The Government grant not being sufficient to carry on the schools under the most economical management the missionary societies find themselves hampered in their efforts to improve their condition.

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Although those boarding schools have been established and put up by the different churches, the Department has contributed large amounts towards the cost of the buildings, and if these suggestions are approved of a number of the present boarding schools should be abandoned, as it would never be possible to make them successful. With regard to the industrial training to be given in all such schools, it should be with the end in view of fitting the pupils, if they are to return to their reserves, for the conditions they will encounter, when they leave school.

The age limit suggested in the memorandum is rather young. It would be a hardship to take children from their parents at such a tender age, even if the law permitted this to be done. It is doubtful whether the Act gives power to compel Indians to send their children to industrial or boarding schools, and the Courts have held that even when admitted to such schools with the parents consent, they cannot be held under the present regulations if proceedings are taken for the issue of a writ of habeas corpus. See Judge Richards opinion re application of Roderick Cameron to secure the control of his two sons who were pupils at the Rupert's Land Industrial school, file 117377---10. This being the case, it would seem wiser to improve the system before extending the schools. The present schools are not popular among the Indians.

The most valuable suggestion made in this memorandum is the one referring to the starting of the young Indian in life when his school career is ended and it should receive most careful consideration

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The question of increasing the per capita grant to boarding schools should also be considered,as it is plain that they cannot be maintained at the present allowance,and it would appear to be better to raise the grant than have to pay deficits. If,however, the grant is raised,some more definite arrangement should be made with the churches conducting these schools,which would relieve the Department fromresponsibility for their financial management,and they should in all cases be placed in charge of the most competent men,who should devote their whole time and attention to their management.

This memorial is worthy of careful consideration and the sooner the whole Indian school question is gone into the better.

In conclusion I may state that Rev.Dr Sutherland,whom here last spring expressed himself in favor of the views enunciated in this memorandum and the Presbyterian Church authorities have also expressed similar views.

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Department of Indian Affairs.

OTTAWA,9th March,1905

Deputy Superintendent General:-

With reference to the different matters touched upon by Mr Blaze in his letter to you of the 7th ulto.I beg to say that his analysis of the different statements shows that he has gone into the Indian question very thoroughly . I can explain the apparent discrepancy on page 84 of the appendix,to which he calls attention. While the census returns for B.C.give the number as 25,734 Indians for that province,no account is taken in the analysis of the religious belief or ages of 3500 nomadic Indians. This,added to the 21,734 Indians of whom details are given would make the total number shown on the census return. The difference in the census of the N.W. Territories is accounted for in the same manner,no details being given as to religion or age of the Indians in Treaty 8,comprising 3535 souls. These two items would make up the aggregate of 7012 short of the total number shown in the census of these two provinces.

Mr Blaze then refers to the summary of the school statement which shows that there are in the provinces of British Columbia,Manitoba and the Territories a total of 176 schools,of which 111 are day, 45 boarding and 19 industrial.Out of the 111 day schools in the three provinces,38 had an average attendance for last year of less than 10 pupils. Twelve of these schools were in B.C.21 in Manitoba and 5 in the N.W.T. Out of the 45 boarding schools in these three provinces,16 are in receipt of a Grant

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grant for 80 pupils and under. Without taking into account the small number of boys in t e whole of our 24 industrial schools (not 19 as mentioned by Mr Blake) who are learning trades in addition to farming this would show a large expenditure for a small result. The day schools,which have an average attendance of less than 10 might better be closed,and it is almost a waste of money to attempt to carry on a boarding school with a per capita grant for 20 upils or under. There is no Church engaged in this work that can afford to employ first class qualified teachers with Normal school certificates for schools receiving $1440.00 a year or under.If it could be possible to diminish the number oef such schools,it would be a wise move,but it would be next to impossible to do so as the Department would be confronted with the opposition of the different religious denominations carrying on these schools.

Mr Blake is quite correct in his estimate of the requirements of our schools,but in order to meet his views it would be necessary to obtain the co-operation of the different religious denominations carrying on educational work among the Indians. To do this would entail more outlay for salaries and a larger per capita grant,but the difference might be met by reducing the number of schools. I think that the only way a workable scheme for improving the present school system can be arrived at is by discussion and consultation with the authorities of the denominations interested.

The last para of Mr Blake's letter deals particularly with the Indian Trust Fund.

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Department of Indian Affairs.

OTTAWA,17th July,1906

The Deputy Superintendent General:-

As requested by your memorandum of the 12th ulto. I beg to submit herewith a statement showing the Boarding and Industrial schools ihn each Province, when started, the number of pupils allowed, the per capita grant, the amount expended, the number of pupils in attendance, the number graduated, the financial condition, what has become of the graduates and the extra financial assistance rendered.

In regard to the four industrial schools in Ontario, I beg to say that no returns are received of the status of their discharged pupils, but out of the 1613 pupils discharged from these schools, nearly all are in a fair way to make their own living. The bulk of them are on the Six Nations, Mohawk, Muncey and On-

reserves in Ontario, with a number from Caughnawa

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As I understand you wish to use these statements in connection with the proposed interview between the Minister and the Secretaries of the Missionary Societies, engaged in school work on Thursday next, I send you a copy of the unsigned memorandum which was received in January last from Toronto, outlining the views of the Missionary Societies in regard to the Indian School Policy, as well as a memorandum prepared by myself on this subject and one on Mr Blake's letter to you in regard to the same matter.

With regard to the day schools I may state that on the 30th June 1904 there were 228 in operation, and upon referring to Page 36, Part 2 of the Annual Report for 1904, you will find full details of these schools. I may mention that out of these 228 schools, 98 had an average attendance of under 10 for that year, 58 being in Manitoba, B.C. and the N.W.T. The reports of our inspectors and agents show that many of these schools are doing little, if any, good, owing to the small enrollment and irregular attendance.

[illegible] statements and memoranda, other than [illegible] which I am sending you, are [illegible] glad if you would [illegible] ments at [illegible]

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Department of Indian Affairs
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No. .....

OFFICE OF THE
INSPECTOR OF INDIAN
AGENCIES AND RESERVES.

ADDRESS REPLY TO
Inspector of Indian Agencies
OTTAWA

Department of Indian Affairs,

DEPARTMENT OF IND
JUN 6 1904

Ottawa, 4th June, 1904. 189

Sir,

There is such a notably weak feature in nearly all Indian Schools that I wish to direct attention to it. It accounts, in my opinion, for much of our educational effort which is admittedly wasted. For it is beyond doubt that Indian children have the capacity to learn and that the reason of nonsuccess in education is not to be found in want of intelligence.

From the moment they enter schools, whether day, boarding, or industrial, teaching should commence which is directly aimed at making them understand the difference between the status of a reserve Indian and an Indian who has all the rights of a citizen. Such teaching could ne other be given, would be of greater practical value than all other combined . Yet I have never known a school in which it was given, and this is the weak feature in our schools to which I refer.

Nothing in the least approaching invidious or disagreeable comparisons should enter into such teaching; but the lesson should be learned as completely as may be before children leave the schools.

If education does not mean character development

Frank Pedley, Esq.,
Deputy Superintendent General
of Indian Affairs,
Ottawa.

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development it means nothing. In white schools we aim to teach what is not taught in the homes not what is taught there for that would be supererogatory. The school teaching plus the home teaching is designed to produce the character.

Teachers are trained to do the school's part of teaching in white schools; curriculums are framed to systematize that part of the child's teaching; Inspectors are appointed to see it done.

But put these same teachers, curriculums and Inspectors into operation, as we do, on Indian children and no matter how well they operate the Indian children's character is left unmade. What the white child learns in his home and at his mother's knee remains unlearned. Yet this is the most important part of life's lesson to the child.

It is some seventeen years since, having in view the strengthening of this weak feature, I drafted a course of study for Indian Schools which had as an end in view the teaching of Indian children what they could not learn in their homes. I now, with seventeen years added experience assure you of the absolute need of such teaching, and that it has not been given. It was complained that a text book was needed. One was written and was sent to print, but was subsequently withdrawn for reasons unnecessary to relate, but which had nothing to do with the needs of the case,. The needs were recognized and admitted.

The best teaching given on lines of white education, except on one or two reserves where home teaching is sound, has failed and must fail to have untimate good effects commensurate to its excellence, because knowledge without character must always be in great degree a dangerous thing. Our experience has shown that it is so.

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OTTAWA, 29th July, 1904:-

The Deputy Superintendent General)

I beg to say that I do not see anything in Mr Macrae's memorandum hereunder that calls for action. The boarding and Industrial schools certainly afford better home training than it is the privilege of the average white child to receive, and the reports of the Public School Inspectors of the different Provinces, and of our own Inspector in Manitoba and the North-West, show that many of the teachers are obtaining very good results in moulding the characters of the pupils committed to their charge. I do not consider that the Department would deem it politic to do away with the system now followed of employing Provincial Inspectors of white schools to inspect our Indians schools, and if I am correct in this opinion, it would be a work of supererogation to have the same ground covered by Inspectors from the Department.

With regard to the Manual for Teachers, which Mr Macrae says was suppressed some 17 years ago, I beg to say that there is nothing on fyle to show that it ever reached the Department.

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Ottawa, March 31st., 1908.

Reverend and dear Sir,-

I have to acknowledge the receipt of the Memorandum of resolutions agreed upon by a Joint Committee representing the Methodist, Presbyterian and Anglican Churches in the month of April 1907 with additions made on the 29th of October; comprising altogether eight sub-heads.

These resolutions embody certain recommendations which you have thought proper to submit to the Department on the subject of Indian education, and since their receipt they have been the subject of careful consideration. Before dealing with the present position occupied by the question of Indian education it seems desirable to give a short review of the whole subject in order that it may be seen how the existing establishment has arisen, and why it is maintained. It is self evident that the prime purpose of Indian education is to assist in solving what may be called the Indian problem, to elevate the Indian from his condition of savagery, to make him a self-supporting member of the state, and eventually a citizen in good standing. The work of Indian education from the earliest times has always been experimental, having this enject in view, and if these methods have been open to criticism in some important particulars, yet it can safely be said that the general effect of the policy has made for the betterment of Indian conditions throughout the country.

The first efforts to educate the Indians were undertaken by the early missionaries to this country. Probably the first regular school established was at the Grand River, after the Six Nations had been settled there by Governer Haldimand. The imperial authorities under whose direction Indian affairs were administered up to the year 1860 did not make any special grant for education. The first funds set

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apart for these purposes arose from the commutation made by certain tribes of their annual distribution of ammunition. This formed the nucleus of what was called the Indian school fund, an account which was held as part of the Indian Trust Fund. This contribution began in 1848 and ended on the 30th June 1862. This Indian School Fund maintained Industrial schools at Mount Elgin and Alderville which were conducted by the Methodist Church upon a per capita grant. Thus, at the inception of the Indian school question, we find two main characteristics which have ever since continued, i. e., the principle of the per capita grant and the denominational interest. The Indian School Fund remained the sole financial aid to Indian education until 1875-6 when a grant to assist it was made by the Parliament of Canada. This financial aid enabled the Department to open day schools on various reserves in the Maritime Provinces and the Provinces of Ontario and Quebec. The Trust funds of the Indian bands also began to be made use of to a certain extent as the interest of the Indians themselves in education increased. The early Treaties or Surrenders by which the Indians ceded territory to the Crown did not stipulate for education as one of the considerations for this cession. The first mention of education as an obligation to be met by the Government appears in the Indian Treaty known as Treaty No. I, which was signed in the year 1871. This provision for education was included in the subsequent treaties and it is in part owing to the endeavor of the Department to carry out these Treaty stipulations that the large expenditure has arisen. But these treaty stipulations have been more than fulfilled. As a rule the educational clauses of the Treaties simply state that teachers shall be provided when the Indians desire them. The inception of an educational policy was thus left to the Indians but has been initiated solely by the Government with a view to advance their general interests.

The first grant by the Dominion Government towards Indian

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It was not until the year 1878-80 that any appropriation was made for Indian education in Manitoba and the North West Territories, and in that year the sum of $11,000.00 was granted..The Indians of British Columbia received no educational benefits from Dominion expenditure until the year 1874-5 when $2474.47 was spent from the general appropriations. In 1878-9 the question of establishing Indian Industrial Schools in the West was first taken up.

The first industrial school was established at Battleford in 1883. The Department adopted the principles which had long governed Indian education in the Older Provinces and this school was conducted b by the Church of England. In the following year industrial schools were established at Qu'Appelle and High River under the guidance of the Roman Catholic Church. The principle of the per capita grant was extended to the schools in the new district in the year 1891 as a step in the direction of economy. It may, therefore, be said that the Department in establishing these schools merely extended the system already in vogue in the Eastern Provinces. In the year 1887 the Department inaugurated the policy of expansion which resulted gradually in a very large increase in expenditure. No new principles of action were however adopted and the schools were conducted practically under the same rules and regulations and systems of payment. In the year 1878-79 the whole school appropriation for Canada was $16,000.00; in 1898-99 the expenditure was $172,980.93: for the year 1908-09 the appropriations will be $446,827.00. In addition to this expenditure from Consolidated Revenue the Indians themselves contributed an annual amount of over $10,000 from their own funds for the maintenance of day schools on their reserves, making a grand total of $456,000.00.

In the interval between 1863 and 1896 the Department had also completely wiped out the Indian School Fund, capital $20,142.83, and interest, and the account was accordingly closed on the 1st July 1896.

This large expansion in expenditure has been accompanied by

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interest, and the account was accordingly closed on the Ist July I898.

This large expansion in expenditure has been accompanied by increased educational facilities. In I888 there were about 30 schools in operation: at the present time there are 226 day schools, 55 boarding schools, and 28 industrial schools distributed as follows:-

Day Schools.

Ontario,	78	British Columbia,	36
Quebec,	I9	Manitoba,	46
Nova Scotia,	I0	Saskatchewan,	20
New Brunswick,	6	Alberta,	9
Prince Edward Island,	I	Outside Treaty,	5.

Boarding Schools.

Ontario,	8
British Columbia,	6
Manitoba,	9
Saskatchewan,	I4
Alberta,	I8
North West Territories,	2.

Industrial Schools.

Ontario,	5
British Columbia,	9
Manitoba,	8
Saskatchewan,	3
Alberta,	3.

The following is an abstract of the whole expenditure from Consolidated Revenue from the Ist. of July I877 to the 30th June I906:

Roman Catholic.	**Total Cost.**	
Industrial,	$ I,739,852.34	
Boarding,	633,267.07	
Day,	392,844.5I	$ 2,765,063.92
Church of England.		
Industrial,	I,363,II5.60	
Boarding,	279,65I.36	
Day,	409,680.30	2,052,447.26
Presbyterian.		
Industrial,	2II,049.78	
Boarding,	I79,729.26	
Day,	33,672.35	524,449.43
Carried Forward, ----	$	5,34I,960.62

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Brot. Forward,		$ 5,361,959.63
Methodist.	**Total Cost.**	
Industrial,	$ 603,566.19	
Boarding,	117,896.47	
Day,	213,255.24	934,720.90
Undenominational.		
42 Day Schools,	230,694.04	230,694.04
Grand Total,		$ 6,527,374.57

In addition to this large expenditure from Consolidated Revenue and Indian Trust Funds the religious denominations interested in the welfare of the Indians and the development of educational facilities have provided large sums of money to assist in the work. The exact amount so spent is not available, but is doubtless known to the financial agents of the Churches interested. From statements furnished during the eight years ending the 30th June 1908, published in the Report of the Department, it is gathered that the denominations contributed during that time at least $425,000.00 toward this end; and from this amount some idea may be formed of the aggregate of the expenditure during the whole term. This outlay has principally taken place in connection with Boarding Schools which were for the most part established by the Churches, erected by them, and supported to a large extent from Church funds; the Department contributing relatively small amounts for buildings and equipment, and an even per capita grant of $60.00 and $72.00 per annum.

The growing inability of the religious denominations to finance the claims made by the Institutions which they have been largely responsible in establishing has led to the demands for increased grants and for a re-consideration of the educational methods referred to in your memorandum.

The financial aspect of the question is important as without

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a very large increase in appropriations the present establishment could not be maintained; the number of pupils at present on the roll could not be provided for, nor the buildings at present occupied could not be rebuilt, enlarged or improved. If the policy outlined in the joint memorandum were to be adopted without any effort at rearrangement or retrenchment a moderate estimate of the necessary appropriation would be $981,978.00.

If there had been no doubt that the educational system heretofore maintained was best calculated to further the civilization of the Indians, the increased appropriations might be justified and probably an extension of educational work along the same lines, but it is clear that the present system with its large expenditure has not operated as was expected towards the civilization of the aborigines. The high death rate in the schools and the adverse influence of the reserve environment on discharged pupils has tended with other causes to minimize the effect of educational advantages. These influences have always been known to the Department and have been accepted as one of the inherent difficulties of the problem.

The Department has by regulations, enforced by medical officers, endeavored to prevent the admission to the schools of pupils tainted with tubercular diseases or children unhealthy in any other respect; and considering the extent to which disease is rife amongst the Indians, it may be stated that a fair measure of success has followed the efforts to select only healthy pupils for residence in the schools.

The Department has endeavored also to maintain an interest in pupils discharged from the schools, as it was early recognized that one of the great difficulties to be overcome was to prevent whatever degree of improvement had been received during the school life from being lost the moment it came in contact with the relatively savage life of the reserve. To this end the Department has assisted the most promising graduates with gifts of agricultural implements, cattle, seed

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grain and material to build houses, and has endeavored to separate as far as possible promising young Indians from the influences of the ordinary Indian life; and these efforts have been reasonably successful. But despite all this official care and the interest manifested by the religious denominations it is open to question whether the very large expenditure from all sources has been justified by the result; whether as regards the Indians of the plains and British Columbia the system was not in advance of the needs of the case, and whether a better plan would not have been to proceed on a less extensive scale and to postpone the more elaborate system of residential schools until such a time as the Indian has become more or less civilized by the pressure of influences from without, and had shown the improving effect of the instruction and supervision in agricultural pursuits freely given by the Government.

It would seem to be good policy at this juncture to attempt to devise a better system of Indian education, applying to each locality methods which would best achieve the desired result and at the same time while not increasing the financial obligations of the Government would remove from the Churches a buden which they do not now find themselves able to bear. With these preliminary remarks the sections of your memorandum may be considered seriatim.

(I) That the Government be requested to create an Advisory Board of Indian education to which all Churches and organizations engaged in Indian work shall have the privilege of nominating two representatives each.

(I) - There would appear to be no objection to the Churches creating an Advisory Board, having two representatives from each Church, for the purpose of consulting with the Department on educational questions in which the Churches are interested. The Department has at all times been willing to give full consideration to the representations of the churches, but it has been found confusing to deal with a large number of persons in authority who are interested in the Indian work.

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(2) That in addition to the elements of an English education the Indian boys shall be trained in agricultural or such other pursuits in their different branches as may be possible where the School is situated, and also in such manual pursuits as may be useful to them in an outdoor life in the district to which they belong. Similarly with the girls that they be trained for domestic life and elementary nursing.

(2) - This has always been the policy of the Department with reference to Indian education in residential schools. Often from the difficulty of collecting pupils from districts where the curriculum of the school can be of direct benefit to them it has not been carried out, but as the future policy of the Department and the contemplated rearrangement of residential schools would have in view a closer relation to the policy, it is hoped that it may be carried out with greater strictness with better results.

(3) That all the schools, resident and non-resident, shall be so constituted, equipped and conducted that the policy briefly outlined in the above clause may be most perfectly realized, and that the Government shall provide suitable buildings and equipments therefor.

(3) - This clause is germane to No. 2, and it follows wherever day schools or residential schools are established suitable buildings and equipment should be provided. The general management of the school should reflect as closely as possible the policy to be adopted.

(4) That pupils, as a rule, shall be discharged at the age of eighteen, but it should be arranged that in exceptional cases, pupils may be retained longer on the recommendation of the Church in charge of the school and with the consent of the Indian Commissioner. Also it should be made possible for especially promising pupils to receive extra training for any special vocation at the expense of the Government, such pupils meantime to be under the supervision of the school.

(4) - The existing rule is that pupils should be discharged at the age of 18, and, until it is clear that some other age limit could be established with advantage, that age may be allowed to stand. Exceptional cases should be considered on their merits, and the recommendation of the advisory board would be considered when the general question for the further education of promising

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pupils comes up for consideration.

(3) While realising the difficulties of administering a policy of compulsory education, we are convinced that such a principle is in the best interests of all concerned - of the parents, of the children, and of the State, and should be enforced so far as can be wisely and rightly done. If this becomes the accepted policy of the Government, is it too much to expect that the influence of Government employees be brought to bear in the kind but firm enforcement of the law?

The policy of funding the treaty money for children attending Boarding or Industrial Schools, having been found to operate against securing pupils for these Schools, should be discontinued, and all Government donations in excess of treaty obligations should be witheld from such parents as refuse to send their children to school.

(5) - The question of compulsory education will receive at once full consideration. Sections9, I0 and II of the Indian Act, Chap. 8I of the Revised Statutes, empower the Governor in Council to make regulations to secure the compulsory attendance of children at school, and under a previous enactment, Chap. 32, 57, 58 Vic., regulations governing the education of Indian children were passed by His Excellency in Council on November I0, I894. These regulations are still in force and go as far as was deemed advisable, as it was not considered that attendance at boarding and industrial schools could be made compulsory, and that no rule should be adopted which would provide for the arbitrary separation of parents and children. It has always been the wish of the Department that officials and employees should give their active influence in furthering the educational policy, and the attention of Agents generally will be again directed to this very important phase of their general administrative duties.

The funding of treaty money for children who attend boarding and industrial schools (which were undertaken in order that, on leaving school, they might have a small amount of cash to expend in the purchase of some necessary articles to begin life on the reserve) might be discontinued. It has often been questioned whether the trouble which the administration of these small accounts

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entails was compensated by any genuine benefit to the mass of depositors, and if the witholding of annuity money from parents operates against the securing of pupils it may be thought well to reconsider this question.

The suggested step of witholding Government aid in excess of treaty obligations could hardly be adopted as part of a general educational policy. In very few agencies are donations given beyond treaty obligations and these are principally extended to destitute Indians, and it is necessary not to permit any hardness to Indians who cannot well provide for themselves.

(6) That where as the Indians are wards of the Government, and their education, at least in part, secured by treaty, it is only reasonable that the Government should bear all expenses involved in such training as is contemplated, which would include a larger per capita grant. The Churches anxious and willing to continue to co-operate with the Government in the civilization and Christianization of the Indians are convinced that the moral and spiritual side of education cannot be hoped for except by the appointment of teachers in every way qualified for a work so peculiar and important. The request is therefore made that the appointment of teachers be entrusted to the Churches on terms to be mutually agreed upon.

(6) - The increased per capita grant suggested in Clause 6, if adopted, will virtually place the Government in the position of bearing all expenses involved in Indian education. The present establishment includes schools which while recognized by the Government were established in the first instance by the Churches, and it is thought that a rearrangement of these schools and the adoption of a new type of school would further the interests of Indian education and at the same time render it unnecessary to apply to Parliament for an increase in the gross appropriation. The expression of willingness on the part of the Churches to co-operate with the Government is noted with pleasure; and it is most important that teachers well qualified for the work should be appointed.

(7)

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(7) That sanitarium and medical equipment and nurses and medical attendance be provided in central or suitable locations for the treatment of tubercular and other contagious diseases.

(7) - As you are no doubt aware the Department has a system of medical attendance which is intended generally to provide for this branch of the Indian work throughout the country. At a very early date it was recognised that this class of relief was one which would largely devolve on the Dominion Government and Parliamentary appropriations have since Confederation been obtained for this purpose. Of late years hospitals have also been established and in the older Provinces the hospitals for white communities have been made use of by the Indians. For the approaching fiscal year the Department has asked Parliament to vote the following sums for medical attendance, medicines and hospitals:-

Medical Attendance and Medicines.

Quebec,	$ 2400.00
Ontario,	2000.00
Nova Scotia,	2700.00
New Brunswick,	4000.00
Prince Edward Island,	650.00
British Columbia (including $ Hospitals $4450.00)	27450.00
Manitoba and the North West Territories &c (including Hospitals $12,721.00)	40827.00
Total -	$ 82,027.00

Within the last few years the experiment has been made of establishing tent hospitals for the treatment of tubercular diseases; one at Saddle Lake, one at Poundwood Hills, and one at Birtle, also a well equipped small hospital at Morley for the same purpose for the use of the Stony Indians and the pupils of the McDougall Orphanage. In British Columbia the Department has assisted in the establishment of five hospitals where Indian patients may be treated. It will be understood from these facts

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that it will be necessary simply to extend the present provisions of the Department if thought advisable; no initiative is needed as would seem to be implied in this clause of the joint memorandum.

It might be wise however to test the results of the hospitals already established before increasing their number. Wherever well equipped hospitals are provided by municipalities which could be used by Indians it would seem a good policy to use these for treatment instead of multiplying the number of small hospitals intended solely for Indians; and this system the Department is following wherever the conditions warrant.

In addition to this professional attendance and supply of medical accessories the Department makes as large a use as possible of professional knowledge with reference to contagious diseases, tuberculosis, and sanitary measures generally. It issues to its Agents positive instructions in all matters of sanitation on the reserves and places them in possession of the simple and obvious methods of preventing the spread of tuberculosis; and they are made clearly to understand that a principal part of their duty is to enforce these regulations, and to keep constantly before the Indians the desirability of practising such preventive measures.

The question of nurses will be dealt with in remarks to be made on clause No. 8.

(8) The salary for a day school teacher to be $800. The Church to appoint Teachers who have Provincial certificates.
We agree to manage residential schools in Ontario at a per capita grant of One Hundred Dollars, and One Hundred and Thirty Dollars per pupil in all such schools west of the Great Lakes.
This grant not to include the cost of material for the plant, nor anything that may be regarded as a fixture in the building, such as any plumbing or heating apparatus, etc.
Any deficits in the cost of management to be met by the Church managing the school. The Department to make the buildings of residential schools thoroughly sanitary and with sufficient

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ventilation, supplying medical men and nurses wherever necessary.

As the suggested changes may involve larger financial outlay, attention is called to the fact that at present there are more residential schools than are necessary to supply the needs of the territory occupied, and that it might be a wise policy to reduce the number or to transfer some of them to more needy localities.

(8) - This clause deals with the financial side of the question. As stated in my preliminary remarks, if the present educational system could be shown to have justified the expenditure upon it, it might not be difficult to ask for increased appropriations; but as the consensus of opinion seems to be that such is not the case, I would find it difficult at present to justify the increase which would be necessary if the augmented scale of per capita allowances and teachers' salaries was to be adopted for the present enrollment; and if any change were to be made it would involve an increase of as before shown of about $186,142.00 and a capital expenditure of about $250,000.00.

At the outset it might be remarked that the question is complicated by the fact that the Roman Catholic Church while equally interested with the Protestant denominations in the evangelization and education of the Indians has not asked for any generally increased grants, and do not seek more favorable terms. You will recognize the impossibility of dealing with the question at all and overlooking the rights of a Church so largely interested in the work to treatment equally favorable.

The educational needs of the Indians vary in different Provinces and it would seem to be advisable to divide the subject into several classes geographically, and to deal with each separately:-

NOVA SCOTIA, NEW BRUNSWICK, PRINCE EDWARD ISLAND, QUEBEC, ONTARIO.

The day schools throughout Indian reserves in these Provinces are usually more or less in touch with surrounding

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civilization and as the Indians themselves are more or less civilized the conduct of the schools should approximate as nearly as possible to conditions which appertain amongst white people. It might be laid down as a rule that the teachers of Indian schools who are well qualified for the special work should be paid a salary of from $200.00 to $500.00, and the principle of annual increases should be resorted to in order to give an incentive for diligence and application; and that the interest of teachers and pupils should be stimulated in every possible way in order to increase the average attendance.

The residential schools in Ontario situated in settled districts and drawing their pupils from Indians that are already well advanced in civilization should be useful factors in improving the standard of Indian life. The increase in the grant from $60. to $100. per capita does not seem to be excessive, and I would feel inclined to recommend the Government to increase the grant at these schools to that rate; if it were found possible to carry out the changes which will be mentioned later on and if the increase does not involve a general increase in the appropriations.

It may be remarked, however, that these schools within the next few years should prove their usefulness as it might be better to allow the day schools on the reserves to furnish whatever would be required in the way of literary education and to give more attention to the improvement of general agricultural conditions throughout the older Provinces, as they are by no means in as forward a condition as they should be. After the increased grant has been paid for a year or two an inspection of the school accounts will show whether it was larger than required.

MANITOBA, SASKATCHEWAN, ALBERTA AND NORTH WEST TERRITORIES.

It is probably the fact that the educational system

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adopted for use in the unorganized territories in the year 1892 was in advance of the real needs of the case; that a more permanent influence for good would have been exerted by Industrial education carried on upon the reserves, and made up not only of tuition at day schools but of the generally civilising influence of instruction given to adults in agricultural, ranching and domestic pursuits. It must not be lost sight of that in several districts of the Provinces of Saskatchewan and Alberta the Indians are practically self-supporting, and as a basis of material progress is always necessary before education can have any lasting value, it may be said that the best interests of the Indians have been served by instruction carried out upon the reserves and not by the elaborate system of education. It would seem to be advisable to get back to these first principles and to expend whatever appropriations are placed at the disposal of the Department largely in improving conditions on reserves.

In line with the foregoing remarks it would seem to be advisable to close certain residential schools which have been for some time in operation. The Industrial School at Calgary has been abolished, the St. Paul's Industrial School at Middlechurch was not rebuilt after the late fire, and in considering a further reduction in the number of Industrial Schools it occurs that either the Brandon or Elkhorn School might be done away with [illegible], as well as the School at Regina. The Brandon School, while well conducted, has not served the purpose for which it was established, as the pupils are drawn from districts where agriculture cannot extensively be carried on. The Elkhorn School while it is also well conducted is an expensive institution. The School at Regina while it draws it pupils from an agricultural district has been a source of considerable unforeseen expense to the Depart-

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and of late years has not been very successful.

The closing at the end of the present fiscal year of the following Boarding Schools might also be carried out:-

Crowstand,	Emmanuel College,
File Hills,	Gordon's
Round Lake,	Onion Lake,
Pelgan,	Morley,
Old Sun's,	Blood,
[illegible]	

On the reserves which have heretofore been served by these Schools an improved type of day school might be established. The staff would consist of a married teacher, and, on the large reserves, of a nurse also; and a nutritous and simple noonday meal might be served to the pupils at the school. The nurse might be occupied in house and tent visitation, directing sanitary measures, and the wife of the teacher should have domestic qualifications which would make her useful in instructing the Indian women in the ordinary domestic employments. Such a system might be given a trial for four or five years. Children of whose strong constitutions and general health there could be no reasonable doubt could be drafted into the existing Industrial Schools which would be placed in a thoroughly sanitary condition and the tuition at which would be especially designed for the localities where they are situated. The experience of the Department with the best Day Schools under its control has shown conclusively that most efficient work may be done through this medium. The best Day Schools in the older Provinces are doing an excellent work. Those at Loretto, St. Frances, Caughnawaga and the Six Nation Reserve may be specially cited; and in dealing with the school on Mistawasis Reserve,

in the Province of Saskatchewan, the Indian Commissioner

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felt called upon to remark that the report "shows the school to be in a highly creditable condition. If we had Day Schools like this, our Boarding Schools might be dispensed with."

The experience of the United States Indian Department also shows that the Day Schools as conducted in that country, which include gardens and substantial hot lunches for the children, are considered the strongest civilizing influence that can be brought to bear upon the Indian. If it is to be considered any disadvantage that the children should remain with parents living a semi-civilized life, against this disadvantage must be weighed the positive gain which would result from the children being brought up surrounded by the conditions under which they must gain their livelihood.

As the sanitation of Indian dwellings is gradually improved, the Indian children who are tainted with tuberculosis will have a better chance to overcome the disease that if they were closely housed in Boarding Schools or sanitoria, and the danger to other pupils would be minimized. If this change was carried out with reference to the Protestant Schools just mentioned and certain Roman Catholic schools as well it would enable the Department to pay the increased grant to the industrial and boarding schools to be maintained in the future without asking Parliament for largely increased appropriations.

Schools in unorganized districts which draw their pupils from the reserves where the Indians maintain themselves by hunting might be allowed for the present to continue, but it is thought that the number of pupils in residence should not be increased beyond the present provisions. As the Indians settle upon their reserves and as new conditions arise these schools might also be abolished and the new type of school substituted.

It will be observed that the new departure consists of

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maintaining Residential Schools in the unorganized districts, where Indians spend their winter on their hunting grounds and are not settled on the reserves, and the provision of an improved type of Day School, with a few large residential schools for Indians who have already settled on the reserves and are supporting themselves to a greater or less extent by agricultural pursuits and ranching.

BRITISH COLUMBIA.

The situation in British Columbia requires special attention and it would not seem to be advisable to authorize the large capital expenditure which would be necessary if the establishment is to be maintained as at present, until the needs of each locality are carefully enquired into and the necessity of each existing school demonstrated. In some localities where the question of entirely rebuilding or enlarging and improving certain school buildings would have to be immediately considered it might be found advantageous to establish Day Schools. The location of several of the Boarding Schools was not considered with sufficient care when the buildings were erected, and it would seem hardly advisable to spend any considerable amount on their improvement. The closing of the Metlakatla Industrial School and the maintenance of an efficient Day School at that point are now under consideration. It will be necessary to spend in the neighborhood of $30,000.00 to put the present buildings in a satisfactory condition. There are now only 18 boys in attendance and the school accounts show a deficit. As all the pupils are drafted from Metlakatla it would not seem to be necessary to continue the large expenditure for this institution. It should be remembered that the British Columbia Indians are practically self supporting, and the policy

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of removing the children from their parents and separating them from the ordinary vocations by which in their future lives they must obtain a living is questionable. From these general causes it seems advisable in this province to proceed with a goo deal of circumspection before large expenditures are incurred which would tend to perpetuate the present system. If is therefore not at present proposed to extend the increased per capita grant to the Schools in this Province, or to provide for augmented capital expenditure.

If these changes were carried out the residential schools to be maintained would be thoroughly overhauled and increased ventilation and improved sanitation would be provided for. As the Department now provides medical attendance and medicines for the schools, no change is necessary in that regard, and the question of the possibility of engaging nurses as instructors would be considered. The increased grant to be paid to the Schools would carry with it the obligation on their part to meet all deficits, and to provide whatever labor for repairs etc is necessary; as at present.

- - -

The following statement shows the financial provision which would fall upon the Department, under the three headings:-

A. Establishment as at present provided for by the Department.

B. Estimated cost of establishment under the plan outlined in answer to Clause No. 8.

C. Estimated cost of plan as submitted in the joint memorandum.

RAY

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DAY SCHOOLS.	A.	B.	C.
Salaries,	$8,165.00	$9,485.00	$01,165.00
Miscellaneous, Repairs & capital Expenditure,	13,442.00	53,442.00	18,442.00
RESIDENTIAL SCHOOLS.			
Maintenance,	356,114.00	343,860.00	489,256.00
Miscellaneous, Repairs & Capital Expenditure,	18,118.00	25,000.00	363,115.00
	$ 445,837.00	$ 531,788.00	$ 971,978.00

Yours faithfully,

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Ottawa, Jan. 27th., 1909.

Mr. Oliver.

I beg to draw your attention to the present position of the Indian School problem and to make certain suggestions which will tend to carry out as nearly as may be practicable the plan outlined in the Department's letter of the 24th. of April last, which plan was accepted by the Advisory Board. As you are aware, this plan contemplated the payment of per capita grants at the rate of $100.00 to the pupils in residential schools east of the Great Lakes and $130.00 to pupils in residential schools west of the Great Lakes, excluding the Province of British Columbia. The payment at the increased per capita rate was in effect made conditional upon the closing of the Regina and Elkhorn Schools, Emmanuel College and McDougall Orphanage, and the Old Sun's Church of England School on the Blackfoot Reserve. It was hoped both by the Department and the Churches interested that this new scheme could go into effect from the 1st. of April 1908, but lack of funds in the existing appropriations and the inability of the Department to obtain larger grants rendered this impossible. The Estimates for the fiscal year 1909-10 have been made out without any increase owing to the urgent request that our Estimates should conform as nearly as possible to those of 1907-08; but it seems obligatory that the Department should take some steps either to obtain increased grants or to make some use of money already voted in the direction of the proposed change of plan and increase in grant to the Schools. I have, therefore, to make the following suggestions,dealing with the Provinces separately,-

ONTARIO: As the Shingwauk Home,situated at Sault Ste. Marie, is in constant financial difficulties and as the Department has declined

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to be responsible for any further deficits, it is thought advisable to withdraw from the support of this School and to use the grant for other purposes. The institution is badly situated for agricultural operations and the pupilage is drawn not only from the Diocese of Algoma but from remote parts of Ontario. It is proposed with a portion of the money saved by this closure to improve certain Church of England Day Schools on Reserves in the Province of Ontario, to secure if possible a better class of teacher at a higher rate of pay, and to modernize the buildings and equipment where necessary, and to increase the grant for pupils at Mt. Elgin (Meth.), Chapleau and Moose Factory (C. of E.) to $85.00 per capita. This is an increase of $25.00. The proposed rate for the Province of Ontario was to be $100.00 per capita, but the Department has not the funds at present to provide that rate.

The only other Schools that should be provided for are the Roman Catholic Schools at Wikwemikong and Albany and the Mohawk Institute at Brantford. As the latter School is supported by the New England Company, I do not think the Department should increase the grant. Sufficient funds can be found for increasing the per capita grant to the Roman Catholic Schools mentioned. This Church has not joined as yet in the new movement and it might not be thought advisable at present to increase any particular school without reference to a general understanding between that Church and the Department.

Manitoba, Saskatchewan, Alberta &c.: If the Regina and Elkhorn Schools were closed before the end of the year the Department would have available $26,250.00 from this source with which to increase the per capita grant and to establish a certain number of Day Schools of the new type. It would be impossible, however, to increase the grant to Boarding Schools to $130.00 per capita, and after re-considering that rate I think it is probably higher than is necessary and might be reduced to $100.00 until the experience of a couple of years have proved that rate to be insufficient. There are 600 pupils estimated in Protestant Boarding Schools which at an increase to $100.00 would require

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$16,800.00 additional to pay the grant. I would recommend that the Institutions at Regina and Kikhorn be closed and that the per capita grant be increased to $100.00 for Protestant Boarding Schools in these Provinces.

Dealing with the Roman Catholic Schools in the same Provinces it will be necessary to provide $29,036.00 to place the grants to pupils on the same basis. I think that in advance of any expression of willingness to consider a reduction in the number of Boarding Schools it would be premature to offer this increase, but at the same time I think the authorities of the Church should be approached more directly on this question with a view to arriving if possible at a harmonious conclusion.

The Protestant denominations have suffered great diminution of their teaching forces without embarassing the Department in any way, and I think that with reference to the savings effected or to be effected in the money voted or in any additional demands which may hereafter be made upon Parliament this fact should not be lost sight of. The following items have disappeared from the Estimates owing to Schools being closed, and the expenditure has been correspondingly reduced:-

St. Paul's.....	$ 15,000.00	C. E.
Emmanuel College.....	4,304.00	"
Calgary	4,550.00	"
Morley.....	3,240.00	Meth.
Metlakatla.....	7,200.00	C.E.
Total reduction,	$ 34,294.00	

If the Shingwauk Home be closed $6000.00 may be added to this; Regina $14,700.00, and Kikhorn $14,550.00, making a total diminution in our Estimates on account of the closing of Protestant Boarding Schools aggregating $69,544.00. This is a prominent and outstanding fact that will not be lost sight of by the Protestant denomination and should be kept in mind by the Department.

BRITISH COLUMBIA. Owing to the saving which has accrued on account of closing the Metlakatla School the Department was

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enabled to take preliminary steps toward establishing Day Schools of the new type at Massett on the Queen Charlotte Islands and at Aiyansh and possibly at Hazleton. These three Schools are under Church of England auspices, as was the Metlakatla School. It seems only fair to divert any portion of the appropriation which may be thus saved to the purposes of that denomination. In Boarding Schools in British Columbia there are 165 Protestant pupils and 160 Roman Catholic pupils. In this Province the grant is only $60.00 per capita so that $40.00 would have to be provided to raise it to $100.00, and this would necessitate granting $6,000.00 in the Supplementary Estimates.

YUKON : Affairs in the Yukon are on the same standing as they were before the Supplementary appropriation which last Session provided $10,000.00 for the erection of a new Boarding School building. I am inclined to think that whatever may be the urgency of the Church of England for further expenditures for Indian purposes in the Yukon, the Indians themselves will not suffer seriously if the Department takes time to consider slowly and carefully the needs of the Territory along this line. We have had some correspondence with the Rev. Mr. O'Meara and later on I will bring various matters to your attention.

RECAPITULATION: I am of the opinion that if the action above outlined is taken; that is, if the Shingwauk Home, and the Regina and Elkhorn Schools were closed; if the Brandon School was given a constituency from which pupils could be drawn who would benefit by agricultural training; if the per capita rate was advanced to $~~100.00~~ 80. for the Mt. Elgin Institute in Ontario and to $~~85.00~~ 100. in Manitoba and the North West Territories; and if a sufficient amount was provided in the Supplementary Estimates to give British Columbia the same treatment from the 1st. of July prox., the Advisory Board would probably be satisfied. In this connection I may say that in a memorandum dated the 4th. of Sept. 1908 the Board stated that "It is very earnestly hoped that even yet the Superintendent may see his way out of the money saved by a concentration of the work and closing some of the schools, as

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suggested in his proposals, and the cutting down of expenses in the Department, to make a reasonable beginning in the way of the improved schools and some increase in the per capita grants although not up to the full standard suggested." I think it will also be possible from the general avails of the appropriation to begin three or four Day Schools of the new type in various localities; probably two in the Prince Albert district and one or two at points to be suggested by the Presbyterian Church, whose educational opportunities should be strengthened on account of the closing of the Regina School. If these suggestions meet with favor, I think that we may safely anticipate that the Advisory Board will be gratified that a start has been made.

Deputy Supt. General
of Indian Affairs.

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STATEMENT SHOWING COST OF THE FOLLOWING INDIAN DAY SCHOOLS IN THE WEST FOR THE YEAR ENDING MARCH 31, 1918.

School	No. on Roll	Average	Salaries paid	Other expenditure	Total	p.c. cost on average attend'ce
MANITOBA						
Black River	15	9	$500.00	$25.00	$525.00	58.33
Berens River	41	17	501.00	69.40	570.40	33.55
Chamawawin	30	12	500.00	9.65	509.65	42.47
Cross Lake (Prot)	40	14	800.00	14.20	814.20	58.16
Ft.Alexander (Up)	30	9	500.00	39.22	539.22	59.91
Hollowwater Riv.	17	8	375.00	13.30	388.30	48.53
Jack River	47	19	500.00	16.45	516.45	27.18
Lake Manitoba	21	6	375.00	10.89	385.89	64.31
Lit.Saskatchewan	27	8	325.00	-	325.00	40.62
Poplar River	26	9	450.00	5.60	455.60	50.62
Roseau Rapids	20	7	500.00	14.65	514.65	73.52
Swan Lake	16	7	500.00	80.88	580.88	82.98
St. Peter's North	21	6	362.50	28.55	391.05	65.01
Pas	33	10	242.00	87.40	329.40	32.94
Waterhen River	14	5	500.00		500.00	100.00
TOTAL	398	146	$6930.50	$415.19	$7345.69	50.31
SASKATCHEWAN						
Ahtahkakoops	26	8	$1000.00	$300.53	$1300.53	162.57
Big River	24	10	600.00	294.80	894.80	89.48
Day Stars	11	8	500.00	7.20	507.20	63.40
Frog Lake	18	6	300.00	78.00	378.00	63.00
James Smith's	21	6	615.00	218.64	833.64	138.94
Fort a la Corne	23	11	825.75	298.18	1123.93	102.18
John Smith's	28	19	950.00	578.54	1528.54	80.45
Keys	7	5	425.00	-	425.00	85.00
Long Lake	25	8	500.00	67.95	567.95	70.99
Poundmakers	15	7	629.66	372.15	1001.81	143.12
Red Pheasant	26	12	1020.00	557.40	1577.40	131.45
Sturgeon Lake	28	9	723.63	523.31	1246.94	138.55
Valley River	14	8	400.00	10.05	410.05	51.26
TOTAL	266	117	8489.04	3306.75	11795.79	100.81
ALBERTA.						
Goodfish Lake	32	13	$600.00	$198.40	$798.40	61.41
Paul's	21	5	381.00	126.60	507.60	101.52
Samson's	44	15	690.00	399.10	1089.10	72.61
Saddle Lake	25	11	363.00	37.30	400.30	36.39
TOTAL	122	44	$2034.00	$761.40	$2795.40	63.53
SUMMARY.						
Manitoba	398	146	$6930.50	$415.19	$7345.69	50.31
Saskatchewan	266	117	8489.04	3306.75	11795.79	100.81
Alberta	122	44	2034.00	761.40	2795.40	63.53
	786	307	$17453.54	$4483.34	$21936.88	71.45

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S U M M A R Y.

Province	No. on Roll	Average	Salaries paid	Other expenditure	Total	p.c. cost on average attendance
MANITOBA	892	391	$15980.47	$1673.01	$17653.48	
SASKATCHEWAN	638	270	15557.94	7152.62	22710.56	
ALBERTA	141	51	2534.00	797.15	3331.15	
NORTHWEST TERRITORIES	52	18	600.00	-	600.00	
WESTERN COLUMBIA	1236	521	29410.88	5311.17	34722.05	
TOTAL	2859	1251	64083.29	14933.95	79017.24	

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Saskatchewan Daily Star

June 1, 1918.

Kindly, Yet Severe Criticism Of Treatment Of Indians Is Voiced By Native Clergyman

Rev. Edward Ahenakew, of Saskatchewan Diocese, Speaks of His People as One Who Knows—Says All Indian Needs is Chance to Be Educated—More Schools Needed

Pleads for People



REV. EDWARD AHENAKEW, L.TH.
Missionary to the People of His Race —The Indians—at Onion Lake, Sask. Would Give Them His Chance.

as is compulsory for the children of our towns and cities is strenuously seen by the force of the example in himself.

Mr. Ahenakew was educated in the mission schools of Saskatchewan, and after passing the collegiate tests entered Emmanuel College, from which he was graduated with the degree of Licentiate of Theology. He also was at Wycliffe College Toronto and took lectures at both colleges. [illegible] He was ordained to the Anglican priesthood and is in charge of the Indian mission work at Onion Lake, Saskatchewan.

During his present visit he was a guest at addresses at the Women's Auxiliary and Deanery meetings at which he put the case for the Indian very clearly before these organizations.

The Indian and Education

Speaking on "The Indian and Education," Mr. Ahenakew said.

"It is a fact that a man very often [illegible] what he, with the best of [illegible] seeking to help. At [illegible] is frustrated in its effect because he misdirects his efforts and has not [illegible] in to see just what is needed. [illegible] ministers treatment. He [illegible] wrong and applies, not the [illegible] do most good. This applies to the methods we who are interested in the civilising and Christianising of Indians must take if we want results. As an enlightening influence Christianity is the most effective. That goes without saying. But it is the Indian work from a rather more worldly standpoint that I am going to speak.

The system of living introduced by the white men has reversed everything for the Indian. Where they once had to expend all their energy bringing for a short time all the forces of their brain and body together to quickly effect something they are now required to work quietly from hour to hour and from day to day. Where once they had plenty and did not have to save and economise, they now have to use wisely if they want to succeed. Many instances might be cited in illustration. Enough it is that the whole of the Indian life has been revolutionised and reversed. Those qualities of the Indian which were of the highest value in the old days are now of little use, and those which are of the highest value in the new days were of little use in the old days. The Indian has lost his old-time self-confidence. There seems to be a hesitancy about the movements of an ordinary Indian. His efforts seem to lack a unity of purpose. This is due to a sense of self-distrust. He knows he does not know. He feels his incapacity to master his environment to create circumstances and make use of them.

[illegible]

[illegible] and non self supporting people for [illegible] Much more of the money voted for the Indians ought to be put to the education of the children. Find us education and then leave us to educate ourselves if need be.

Forgets Treaty Money.

"I have been on a visit and [illegible] on the reserves of which he knows so much Mr. Ahenakew continued. "According to the terms of our treaty with the government, any Indians that wanted a school were to have it. I know one Chief who has [illegible] not get it yet. He knows any children need it. Why does he not [illegible] may be [illegible]

[illegible] on the reserves of which he knows so much Mr. Ahenakew continued. "According to the terms of our treaty with the government, any Indians that wanted a school were to have it. I know one Chief who has [illegible] not get it yet. He knows any children need it. Why does he not [illegible] may be [illegible]

[illegible] strongly over the matter I am with him would [illegible] [illegible] at home in school days, in evening [illegible]

[illegible] of living to see the day when the government of Canada will make a special study of Indian [illegible]

[illegible] school they should be compelled to [illegible] White people have to send theirs why not we? Conditions as they are are neither fair to the Indian [illegible] the white [illegible] the same [illegible]

Indian Needs Knowledge

Knowledge is power. [illegible] had all the knowledge he needed for his early nomadic life. He was skilful, patient and painstaking in quest of food. He could read the signs of the heavens, he could see the footmarks of the moose where nothing was perceptible to the ordinary eye. He excelled because he knew.

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STATEMENT SHOWING COST OF INDIAN DAY SCHOOLS IN THE WEST

FOR YEAR ENDING MARCH 31, 1918.

School		No. on Roll	Average	Salaries paid	Other Expenditure	Total	p.c. cost on average attend'ce
MANITOBA							
Big Eddy		26	15	$340.00	$5.00	$345.00	$23.00
Black River	✓	15	9	500.00	25.00	525.00	58.33
Brokenhead		20	11	166.50	8.00	174.50	15.86
Berens River	✓	41	17	501.00	69.40	570.40	33.55
Bloodvein (summer)		28	9	300.00	14.60	314.60	34.95
Chemawawin	✓	30	12	500.00	9.65	509.65	42.47
Cross Lake (Prot.)	✓	40	14	800.00	14.20	814.20	58.16
Fairford		24	14	900.00	408.36	1308.36	93.45
Fisher River		69	30	805.00	354.63	1159.63	38.65
Ft. Alexander (Upper)	✓	30	9	500.00	39.22	539.22	59.91
Grand Rapids		32	18	339.50	19.25	358.75	19.93
Hollowwater River	✓	17	8	375.00	13.30	388.30	48.53
Island Lake		18	13	450.00	4.35	454.35	34.95
Jack River	✓	47	19	500.00	16.45	516.45	27.18
Lake Manitoba	✓	21	6	375.00	10.89	385.89	64.31
Lake St. Martin		28	14	450.00	9.95	459.95	25.71
Little Saskatchewan	✓	27	8	325.00	-	325.00	40.62
Moose Lake		21	7	143.75	6.90	150.65	21.52
Nelson House		21	13	600.00	72.02	672.02	51.69
Oak River		24	14	852.72	175.09	1027.81	73.41
Poplar River	✓	26	9	450.00	5.60	455.60	50.62
Peguis (North)		27	8	*1250.00	90.20	1340.20	167.52
Peguis (South)		32	13	387.50	53.15	440.65	33.90
Red Earth		22	12	240.00	4.50	244.50	20.37
Roseau Rapids	✓	21	5	450.00	1.95	451.95	90.39
Roseau River	✓	20	7	500.00	14.65	514.65	73.52
Rossville		23	15	575.00	16.00	591.00	32.73

* Includes salary of $750 pd to teacher on overseas duty

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School	No. on Roll	Average	Salaries paid	Other Expenditure	Total	p.c. cost on average attend dance.
MANITOBA Cont.						
Shoal River	39	21	$500.00	$13.87	$513.87	$ 24.47
Shoal Lake	19	13	300.00	-	300.00	23.08
Swan Lake ✓	16	7	500.00	80.88	580.88	82.98
St. Peter's (North) ✓	21	6	362.50	28.55	391.05	65.01
Pas ✓	33	10	242.00	87.40	329.40	32.94
Waterhen ✓	14	5	500.00	-	500.00	100.00
SASKATCHEWAN						
Assiniboine	28	12	856.40	884.51	1740.91	145.07
Ahtahkakoops	26	8	1000.00	300.53	1300.53	162.57
Big River	24	10	600.00	294.80	894.80	89.48
Cold Lake	37	25	625.00	308.77	933.77	37.35
Cote	37	20	1320.00	1060.75	2380.75	119.04
Day Star's	11	8	500.00	7.20	507.20	63.40
Frog Lake	18.	6	300.00	78.00	378.00	63.00
James Smith's	21	6	615.00	218.64	833.64	138.94
Fort a la Corne	23	11	825.75	298.18	1123.93	102.18
John Smith's	28	19	950.00	578.54	1528.54	80.45
Keeseekouse	20	17	720.00	430.35	1150.35	67.67
Keys	7	5	425.00	-	425.00	85.00
Long Lake	25	8	500.00	67.95	567.95	70.99
Little Pines	18	10	834.00	343.00	1177.00	117.70
Mistawasis	14	4	155.00	283.28	438.28	109.57
Montreal Lake	35	24	500.00	133.70	633.70	26.38
Murray Lake	13	5	562.00	297.80	859.80	171.96
Poundmakers	15	7	629.66	372.15	1001.81	143.12
Red Pheasant	26	12	1020.00	557.40	1577.40	131.45
Stanley	35	16	370.00	-	370.00	23.13
Sturgeon Lake	28	9	723.63	523.31	1246.94	138.55
Valley River ✓	14	8	400.00	10.05	410.05	51.26
White Bear's	20	11	705.00	55.86	760.86	69.17

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School	No. on Roll	Average	Salaries paid	Other Expenditure	Total	p.c. cost on aver'e attenda'e
SASKATCHEWAN CON.						
White Cap Sioux	15	9	$421.60	$47.85	$469.35	52.15
ALBERTA						
Fort Smith	19	7	500.00	35.75	535.75	76.53
Goodfish Lake ✓	32	13	600.00	198.40	798.40	61.41
Paul's ✓	21	5	381.00	126.60	507.60	101.52
Samson's ✓	44	15	690.00	399.10	1089.10	72.61
Saddle Lake ✓	25	11	363.00	37.30	400.30	36.39
NORTHWEST TERRITORIES.						
Fort McPherson	20	13	200.00	-	200.00	15.77
St. David's Mission	11	3	200.00	-	200.00	66.67
Fort Norman	11	2	200.00	-	200.00	100.00
BRITISH COLUMBIA						
Andimaul	15	6	700.00	678.58	1378.58	229.76
Alert Bay	26	12	375.00	77.50	452.50	37.71
Ahousaht	20	10	311.25	-	311.25	31.12
Aiyansh	44	24	896.00	300.37	1196.37	49.86
Boothroyd	17	12	660.00	51.85	711.85	59.32
Bella Bella	45	10	600.00	42.30	642.30	64.23
Bella Coola	27	6	575.00	76.75	651.75	108.62
Cape Mudge	7	3	408.00	65.45	473.45	157.82
China Hat	16	10	630.00	74.80	704.80	70.48
Chehalis	37	26	937.50	89.13	1026.63	39.49
Fort Babine	47	20	750.00	244.50	994.50	49.72
Glen Vowell	25	16	900.00	124.45	1024.45	64.03
Gitwingak	28	11	600.00	257.40	857.40	77.95
Gitladamicks	14	6	825.00	206.00	1031.00	171.83
Gwinoha (½ year)	35	6	450.00	36.50	486.50	81.08
Hartley Bay	26	11	450.00	35.20	485.20	44.11
Hazelton	33	12	650.00	153.00	803.00	66.92

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School	No. on Roll	Average	Salaries paid	Other Expenditure.	Total	p.c. cost on aver'e attenda'e
BRITISH COLUMBIA Con.						
Homalco	32	14	$708.00	$28.75	$736.75	$52.62
Kincolith	28	17	500.00	-	500.00	29.41
Kitamaat	27	10	1181.67	48.10	1229.77	122.98
Koksilah	18	6	600.00	51.90	651.90	108.63
Kitkahtla	31	16	885.00	169.94	1054.94	65.93
Kitsegukla	27	13	460.00	376.90	836.90	64.37
Kishfiax	50	6	702.00	76.00	778.00	129.67
Kitselas	14	6	600.00	89,30	689.30	114.88
Katzie (½year)	12	7	330.00	14.80	344.80	49.26
Lakalsap	57.	22	991.62	90.41	1082.03	49.18
Lytton	12	9	310.00	22.35	332.35	36.93
Massett	58.	22	1444.00	454.64	1898.64	86.30
Meanskinisht	10	5	783.34	132.00	915.34	183.07
Metlakahtla	43	18	900.00	66.45	966.45	53.69
Nanaimo	31	20	600.00	100.31	700.31	35.02
Port Simpson	77	25	1400.00	237.60	1637.60	65.50
Port Essington	26	10	575.00	31.00	606.00	60.60
Quamichan (½ year)	17	7	200.00	-	200.00	28.57
Roche Deboule	25	17	750.00	425.00	1175.00	69.12
Sholus	16	7	600.00	22.95	622.95	88.99
Skidegate	36	8	782.50	73.40	855.90	106.99
Sliammon	27	11	855.00	158.00	1013.00	92.09
Songhees	9	4	600.00	50.20	650.20	162.55
Stuart Lake	21	11	580.00	46.92	626.92	56.99
Skwah	22	9	600.00	30.47	630.47	70.05
Telegraph Creek (½yr.)	24	11	355.00	-	355.00	32.27
Ucluelet	24	9	400.00	-	400.00	44.44

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S U M M A R Y.

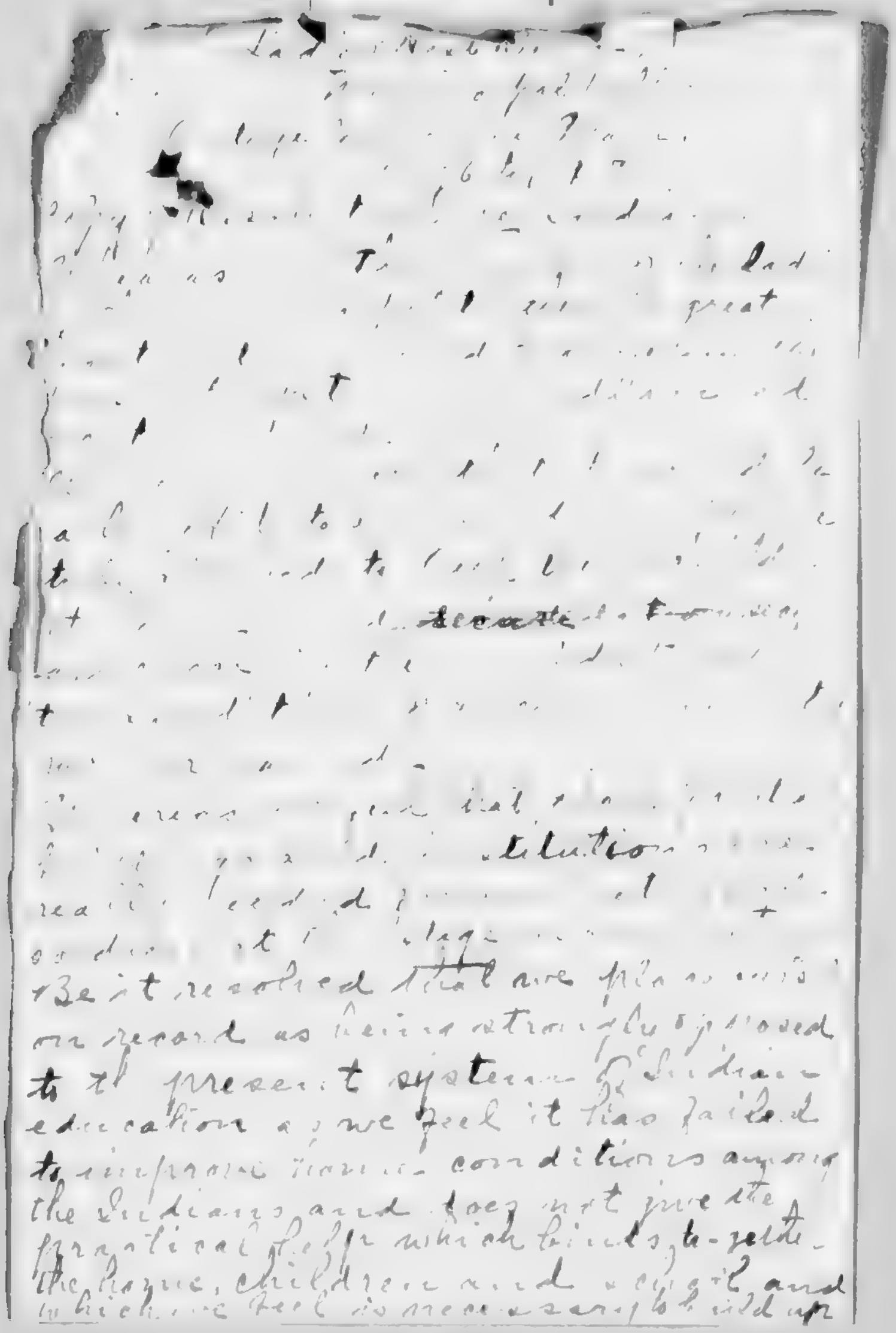
Province	No.on Roll	Average	Salaries paid	Other expenditure	Total	p.c.cost on average attendance
MANITOBA	892	391	$15980.47	$1673.01	$17653.48	
SASKATCHEWAN	538	270	15557.94	7152.62	22710.56	
ALBERTA	141	51	2534.00	797.15	3331.15	
NORTHWEST TERRITORIES	52	18	600.00	-	600.00	
BRITISH COLUMBIA	1236	521	29410.88	5311.17	34722.05	
Total	2859	1251	64083.29	14933.95	79017.24	

1251 | 79017 24 | 63.2 +

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(COPY)

Indian Office, Winnipeg,

September 21st, 1916.

Dear Mrs. Burrows:-

I have your letter of September 20th this morning and hasten to make reply to so important a question as has been raised at the Portage.

When the early navigators and discoverers first visited the shores of Canada, it was found that the new Eldorado was inhabited by a people who had at least the title of birthright. The Indian Question was therefore a first consideration with those who wished to live here.

As long as the new comers were merely traders in the offing the Natives were disposed to be friendly. "Off shore"relations were welcomed by the"on shore" people. When however Indians began to learn that we were not casual guests, but agriculturists who looked towards early settlement and permanent possession, the Indians assumed another attitude less favourable to the strangers. The history of New Canada became a struggle, leading up to final domination of the Red Man, by his White Brother.

Now while Canada has been acquisitive, assertive and progressive she has earned the name of being just and generous. So with the passing of the years she made a Treaty with the Indians guaranteeing them protection and assistance, which would raise them to the status of white people, when the conditions were fulfilled. The Government took on a Paternal relation and the Native

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Population became the Wards of the Nation. This Treaty was extended from time to time until nearly the whole land has been covered by a Pact of Peace.

Seeing the justice of provisions made for their benefit, the Original Inhabitants were willing to try us and finally came to trust us. So with the passing of time and the fulfilment of obligations, the old enmities died away, and erstwhile enemies became loyal friends. Canada proved that a peace policy was a paying proposition and that kindness brought contentment.

One of the conditions of this newer order of things, was the question of the education of the aborigines. Canadian Policy saw that if trouble existed, it usually arose through ignorance. The hardest people to deal with was the uneducated class. If an unschooled Native under Treaty Agreements could be counted as a friend he might under educational advantages become an intellectual friend, and a better ward of the country, for this advancement.

So the Day School on the Reserve was tried, but the Reserves were large, too large for one school. The distances from some homes were great, and boating was dangerous. Then the Indians moved about a good deal, taking the family with them. Winter attendance was not large, owing to cold and insufficient apparel. It was felt that we were not accomplishing enough by this method.

Next followed the Boarding School on the Reserve, where children could be gathered, fed, clothed, educated and sent back to improve native society, at the age of eighteen. For

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say four years or more, they would be under the good influences of christian teachers, whose example was as much as their teaching. They would not be too far away from natural scenes and surroundings, and old associations. Altogether this was an ideal project, which promised well.

In all this, there was a missing link. It was thought that education alone, was not all that was required. The next move was to teach the larger boys and girls, home and commercial industries, so they might be fitted to work their way through life, by the skill of their hands and the sweat of honest toil. This too has been carried out in the Industrial Schools.

Here then you have a complete system of help, the DAY SCHOOL on the Reserve, THE BOARDING SCHOOL in some near by town or village, and the INDUSTRIAL SCHOOLS in the midst of civilized society, with all their stimulus and training. The real object of all is to elevate the Indian industrially, intellectually, morally and this goes a long way towards making him a worthy citizen.

The work of these schools cannot but be helpful. We see it every day in the dress and appearance of the ex-pupils, in the tidiness of their homes, in the care of their children, in the preparation of their food, and in many other ways.

Canada undertood this work with the conviction that it was good business, and she gave definite promise that she would not weary or fail in her purpose, as long as grass grows, or water runs, or sun shines. Our national

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promise is as good as our bond, but we are bound by covenant as well. Shall we go back on the history of the years? Shall we break our Treaty engagements? Shall we deny "the least of his brethern" the advantages promised in solemn avowal, and fulfilled at the present time in the most practical manner?

Two or three features of the case must not be overlooked. (1) Convinced that the Churches could supply better men and women to fill positions in these schools, that less extravagance would exist under religious management, and that the morals of the children would be more carefully guarded by christian people, the Government transferred the control of these schools to the leading Churches of the land. In asking for the discontinuance of a given school, a blow is aimed at the Denomination controlling that Institution, and another organization might tomorrow petition against some other School, and where would all this end.

(2) In opposing the education of the Natives, you come into opposition with the declared policy of the Parliament of the country, and the Minister directly responsible for the existing state of affairs, who may think that he and his coadjutors in office should know as much about such matters, as any women's organization, unfamiliar with all the facts of the case.

(3) This is a broad question which should be approached in a very thoughtful and considerate manner. What will Indians, born in the wold woods, untaught, untrained, untamed be to us as the years pass? There are things

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that might well be left alone, unless better things can be put in their places, and I for one, well knowing that many failures may be cited, would hesitate to destroy the foundations of education, which our wisest legislators have laid for the uplift of our Native Race.

With much respect.

Sincerely Yours,

Inspector of Indian Agencies.

Mrs. J. H. Burrow,
High Bluff,
Manitoba.

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Réf. No. 1300

OFFICE OF THE
INSPECTOR OF INDIAN AGENCIES
LAKE OF THE WOODS INSPECTORATE

DEPT. OF INDIAN AFFAIRS
NOV 9 1918
REGISTRY

Winnipeg, Man., September 30 th *191* 8

516558

Duncan Campbell Scott Esquire
Deputy Superintendent General
Department of Indian Affairs
Ottawa -- Canada

Dear Mr Scott,-

Because some Womans Or-ganization at the Portage took strong grounds on the point of Indian Schools Mrs Rev J.H.Burrow wrote me a private letter which I enclose. I answered her and now send you a copy of my letter to her.

I thought it best to send you a copy partly that you may know of the circumstances and partly that you may see what I had to say in reply. I hope I have taken safe ground , as I intended to do.

I have the honor to be

Your Obedient Servant

John Semmens

Inspector of Indian Agencies

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289032

Ottawa, December 4, 1918.

Rev. Sir,-

I have to acknowledge the receipt of your letter of the 30th of September, last, with enclosures, and in reply I beg to say that the Department approves of the full and clear explanation furnished by you to Mrs. Burrow regarding the resolution of the Home Economics Society of the Municipality of Portage la Prairie in reference to Indian Education.

Your obedient servant,

Asst. Deputy and Secretary.

Rev. J. Semmens,
Inspector of Indian Agencies,
Winnipeg, Man.

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Ottawa, December 4, 1918.

MEMORANDUM,
Mr. Scott,-

Re. Indian Education, Manitoba, Saskatchewan, Alberta and the Northwest Territories.

After the acquirement of the Northwest Territories and Rupert's Land by the Dominion Government in 1870 steps were taken to secure the extinction of the Indian title to these lands and treaties were entered into by the Government with the Indians with this end in view, the principal stipulations of which were the setting apart of reserves, the payment of annuities and the establishment of schools for the Indians.

In fulfillment of the latter agreement the Department set about formulating a school policy, the result of which was the establishment of industrial schools at Battleford in 1883 and at Qu'Appelle and High River in 1884, the first in charge of the Church of England and the two latter under the Roman Catholics. The cost of their maintenance and management was borne by the Department for about ten years, when they were put on the per capita grant system.

It was the intention of the Department that the boys should be taught trades in these industrial schools, preference to be given to carpentering and blacksmithing, and that the girls should receive instruction in domestic science. Many of the schools undertook, in addition to carpentering and blacksmithing, printing, shoe making, tailoring and other trades, and this necessitated the employment of skilled instructors. This policy, to a large extent, had to be abandoned. The cost of obtaining competent instructors in the various trades was found to be prohibitive and now more attention is given to agriculture and

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and carpentering.

In the meantime day schools were established on some of the reserves and in 1893 there were thirty-five in operation for longer or shorter periods while the Indians were on the reserves. All these schools received Government grants, which were supplemented in many cases by the missionar-y societies working among the Indians.

The religious bodies engaged in Indian education, recognizing the nomadic habits of the Indians and the consequent irregular attendance of the children, inaugurated the boarding school system, and the Department recognized their efforts by allowing them a per capita grant. In the early days the buildings were put up by the churches on the reserves in the neighbourhood of their missions, and they were allowed a per capita grant of $60.00 in the eastern and $72.00 in the western provinces. They were paid at these rates until the first of April, 1911, when, by the terms of an agreement between the Department and the management of Indian boarding schools, the grant was raised to from $80.00 to $125.00, according to the location of the schools, as set forth in the memorandum which accompanied the printed Agreement relating to the Maintenance and Management of Indian Boarding Schools.

This agreement was the result of a conference between the Superintendent General of Indian Affairs and the members duly appointed by the Anglican, Roman Catholic, Presbyterian and Methodist churches to represent them at the said conference. The lengthy correspondence which led up to this conference is on file 289032 and the result is embodied in the agreement.

The authorities of the churches engaged in educational work among the Indians signed the agreements, which were to run for a term of five years from the first of April, 1911. As the war broke out before the expiration of the time limit, the schools were conducted on the same per capita grant up to the first of April, 1917, when an additional $10.00 per capita was allowed to each school.

The churches claim that this extra grant does not, by any means, meet the increased cost of maintenance and management, and they are pressing the Department for a revision in the terms of the agreement. There is no doubt

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doubt that the grant now allowed for the maintenance of pupils in residential schools is insufficient, unless liberally supplemented by the churches, who claim that a much larger proportion of the cost should be borne by the Department.

If the Government decide to increase the grant to,residential schools while the present high cost of living prevails, it will require an additional vote of at least $60,000.00 to meet an increase of $15.00 per capita for the present enrolment, which is practically the limit the existing buildings can provide for.

Financial returns received from these schools show the per capita cost to be from $150.00 to $175.00. In the last report of the Commissioner of Indian Affairs for the United States it is stated that a per capita grant of $200.00 is allowed there for schools of this class.

As appears from a statement showing the cost of the Indian day schools in the western provinces for the year ending the 31st of March, last, many of these schools might advantageously be closed, on account of the small average attendance and the high cost of maintenance and management. If this were done increased accommodation would be required at some of the boarding schools, as it would not do to deprive the children of an opportunity of receiving an education.

To improve the attendance at some of the outlying day schools the transporting of the children to school was tried, but the results obtained did not justify the expenditure incurred, and the Department was forced to discontinue the driving of the children. On some of the reserves no less than three drivers were required, and the children were insufficiently clad and often had to wait a considerable time for the conveyance.

The giving of a midday meal at the day schools, which was also tried, is still continued and has been found to give satisfaction, as it has no doubt increased the average attendance, but it has also largely increased the cost. The cost of maintaining the day schools in the western provinces will average over $1,000.00 each.

If the Department is prepared to assume additional expenditure

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expenditure in connection with the residential schools new agreements should be made with the churches. Many of the schools which would require enlargement are at present the property of the churches and, if the Department has to spend money in enlarging and improving them, they should be acquired by the Department, or it should have a lien on the property for the amount expended.

To, give effect to the suggested change the Regulations relating to the Education of Indian Children should be amended so as to empower the Department to place children in residential schools where no day schools are in operation on the reserve.

The School Estimates which have been prepared for 1919-20 call for a parliamentary appropriation of $735,515. apportioned as follows,- residential schools $576,885., day schools $128,775. repairs $22,355. assistance to ex-pupils $5,000. and salary and expenses of school inspector for British Columbia $2,500.

To carry out the suggested increased per capita grant, additions to existing buildings and new buildings would require about one million dollars for the next fiscal year.

From the 1st of July, 1877, to the 31st of March, 1918, the Department has expended $14,418,709.25 from consolidated revenue for Indian education; the greater portion of this sum has been handled by the churches engaged in educational work among the Indians.

Unless the Government is prepared to introduce legislation to expedite enfranchisement, the Indian problem will always remain unsolved, and a trial might advantageously be made on some of the reserves in the older provinces.

Accompanying this memorandum is a statement showing the cost of Indian day schools in the west for the year ending the 31st of March, 1918, and a copy of the Correspondence and Agreement relating to the Maintenance and Management of Indian Boarding Schools.

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It might be considered advisable to again investigate the subject of Indian Education, with a view to improvements. There is no doubt that there is room for improvement, and that the solving of the problem might be assisted by a general survey of the work, the introduction of some new methods, and an attempt to

methods employed more directly toward the end to be accomplished. I would not, however, suggest the appointment of any commission to inquire into the matter. The facts are well-known to the officers of the Department and to those interested in Indian Education. It is only necessary to arrive at some concensus of opinion, in order to institute reforms. I, myself propose to take this action, and to present the results for your consideration.

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When we were considering improvements in Indian education, it was thought that the Day School in the Western provinces was susceptible of greater usefulness, and we endeavoured to increase it by establishing a grade known as the Improved Day School. The special features of these schools was a warm meal at noon and the transportation of the children from and to their homes. The teaching staff was to consist of a man and his wife. Several of these schools were established, but I cannot say that the beneficial results have been commensurate with the increased expenditure. The per capita cost is variable, but in some cases it is higher than the per capita cost of Residential Schools. I think it has been established that Day Schools on reserves in Manitoba, Saskatchewan and Alberta are not a success, and it is questionable whether they should not be abandoned, except in the few cases where they are known to be vigorous and really useful, and the money devoted to augmenting the pupilage at the Residential Schools.

Applications are now being received for permission to increase the number of authorized pupils, and the reason given is that the influenza has made many orphans, and that these must suffer unless the schools take the place of their parents. It must be said that this pressure upon the accommodation of the schools began with the war; the Indians at once found it difficult to provide for their families, and endeavoured to ease the burden by transferring part of it to the schools.

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The highest per capita grant which is now paid is $135.00 per annum, and it is represented that we should increase our contribution to $150.00, that is, make an all-round further increase of $15.00 per capita for all pupils (~~4,500~~ 3760) of residential schools → ~~This will necessitate annual provision by Parliament of $67,500.00~~ increased ^

The policy of the Government from the earliest date of Indian education up to the present time has been one of association with the religious denominations, that is, the evangelization and education of the aborigines went hand in hand. It is my opinion that we gain a great deal from this association, not only do we gain by reason of the zealous nature of the people who devote themselves to this work in a missionary spirit, but we gain financially from the large amounts which are collected by the denominations towards the maintenance of the schools. If the Churches were to withdraw altogether from their association with the Government, we would have to provide more generously for the present establishment. It, therefore, becomes a duty to consider carefully the present condition of Indian education, and to weigh most carefully and sympathetically the representations which are being made to us from the denominations that our share in the cost of maintaining the schools is not how proportionately borne by us, that the high cost of provisions and wages have told most heavily against the finances of the schools, and that there exist everywhere deficits, which it is difficult or impossible for the Churches to meet.

Owing to the financial pressure on the management of the schools, the Superintendent General decided and Parliament provided funds to increase the per capita grants by $10.00 from the 1st of April, 1917. It must be remembered that the running expenses of these residential schools are not met by the grants from public funds alone, they are supplemented by the missionary societies, who have always been liberal in providing funds for the purpose.

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Next fiscal year, and it would be apportioned by and to the various schools according to their needs. At present all payments for the Presbyterian and Methodist Churches are made to Rev. Mr. Edmison and Rev. T. Ferrier, respectively. The Rev. Canon Gould is to be appointed to represent the Church of England. It would be important that the Roman Catholic Church should have such a representative.Only in Western Canada is their work conducted by one person, the Rev. Father Welch, of Vancouver, B.C. By making the division in this way, the real needs and equitable claims of each school could be considered by those best able to judge. It would be understood that the increased grant was to apply only for the ensuing fiscal year, and that the Department could not become responsible for any deficits.

Near centres of civilization,- in all- $56,400.00. For their schools situated in remote districts this increase will be inadequate, as the first cost of supplies, plus the increased freight rates has swollen the cost laid down to an extraordinary degree. For these schools I think $200.00 per capita is not too much, being an increase of $65.00 for each of 730 pupils,-- $47,450.00. I would propose that this grant be paid to a fiduciary representative of each denomination for the

The boarding school at Carcross, Yukon, now receives $200.00. As yet, this school has not made any request for additional funds, and the claim can be considered if it arises.

These increased grants would require a provision by Parliament of $103,835.00.

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Since 1911 we have spent on buildings the following amounts : -

Boarding Schools.....	$546,223.00
Industrial "	305,310.00
	$851,533.00

If we are to continue the policy formulated in 1911, a long and expensive programme of reconstruction lies before us. All the buildings in the following list require to be rebuilt without evitable delay. As you will note from the list of contemplated expenditure in the Estimates of 1915-16, most of this work was then provided for. The buildings in situ are ill-adapted for educational purposes and are unsanitary and uncomfortable.

Peigan Res., ...	Alta.,	C. of E.,
" "	"	R. C.,
Blood "	"	C. of E.,
" "	"	R. C.,
Kamloops, ...	B.C.,	R. C.,
Geo. Gordon's, ...	Sask.,	C. of E.,
Red Deer, ...	Alta.,	Methodist,
Chapleau, ...	Ont.,	C. of E.,
Round Lake, ...	Sask.,	Presbyterian.

In addition to buildings which should be replaced, there are Indians who should be provided with residential schools, as follows : -

Morley, Stony Reserve,	Alta.,	Methodist,
Port Simpson, (Boys),	B.C.,	"
Stuart Lake,	B.C.,	Roman Catholic

(This under last definite promise to the Indians, who gave up aboriginal methods of fishing for certain promised benefits.)

The Indians of the province of British Columbia are not fully provided with educational institutions, and their needs are worthy of sympathetic consideration.

There should be a school on Queen Charlotte Islands, another at or near Hazelton and another on the

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Naas river. The Williams Lake industrial school should be improved, and its usefulness extended.

Taken altogether, these items make up a formidable programme of construction and capital expenditure, and it is obvious that the present is not a favourable time to build, the cost of material and labour is very high. Knowing well the urgent need of some of these buildings, I am loathe to declare for postponement until conditions are normal, but that seems the only reasonable course to follow. —

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Jan 1919 ?
RBD

Memorandum,-

Hon. Mr. Meighen.

NOTES ON INDIAN EDUCATION:

It has become urgent to review the whole subject of Indian education. The necessity arises from the financial difficulties which face the Department and the religious denominations interested in the schools, owing to the increased cost of living. The responsibility of the Government for Indian education has been recognized for many years, and is now part of the fixed policy of the Department. The earliest attempts to educate Indians were made by the Jesuit missionaries many years ago, but there was no co-operation between the missions and the Government until the Protestant missionaries of Upper Canada succeeded in enlisting the sympathy of the Government in the welfare of the Indians. They had experimented by taking Indian youths into their own families or providing lodging and boarding accommodation for them while they were under tuition, and, when the experimental stage was successfully passed, it developed into the establishment of regular residential schools, supported by financial assistance in the form of grants per capita from the public funds and from Indian funds.

When, after Confederation, Canada took over the Northwest Territories, treaties were made with the Indians; these treaties provided that education should be extended to the aborigines. Although the form or method of the education was not definitely fixed, after a special report had been made by a Commissioner appointed to look into the question, the system already established in the East was, to all intents, transferred to the West, and the Government

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began to establish residential schools and day schools. The type of residential schools were known as industrial, but, ere long, the missionaries,in their zeal to evangelize, began to establish small boarding schools on the reserves near their missions, and as an integral part of their missions, and gradually the Department found itself supporting these schools, making grants for maintenance, buildings and other purposes. These latter schools developed, and in some ways were more vigorous than the industrial schools, but the need for normalizing the effort and making the establishments as uniform as possible became very evident about the year 1910.

The missionary societies were dissatisfied with the financial grants the Department was making, we, on the other hand, were dissatisfied with the nature of the appeals which reached us, and the difficulties of administration in the absence of any definite understanding.

Acting on the suggestion of the undersigned, who was then Superintendent of Indian Education, the Honourable the Superintendent General invited representatives of the Churches to meet him in Ottawa, and, after a thorough discussion, it was decided to increase the grants to the boarding schools, and to place them under a contract, in which the responsibilities of both parties would be plainly defined. It was clear that one of the chief causes of criticism was the condition of the buildings in which the schools had been established, these buildings were nearly all owned by the missionary societies, and the character of their construction had been influenced prejudicially by limited financial resources. The result was that the buildings in many respects were inadequate; they were unsanitary and they were undoubtedly chargeable with a very high death rate among the pupils.

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The Churches became responsible under the contract agreement for improving their buildings, which were to be brought up to a certain standard before they could receive the increased per capita grant, the Department also undertook the responsibility of substituting for buildings owned by the Crown modern structures specially designed for needs of the service. The policy was formed that these schools, being public institutions, should be as well constructed as any other class of public building, and should be in all respects a credit to the Dominion. We pledged ourselves to spend reasonable amounts from year to year until this rebuilding programme was finished. The new arrangement provided for a material increase in the per capita grant, namely, from $60.00 in the eastern and $72.00 in the western provinces to from $80.00 to $125.00 according to the location of the schools and the nature and condition of the buildings. The Churches diligently carried out the scheme of building improvements, and the Department was able to do its share from adequate Parliamentary appropriations until the outbreak of the war.

The amount which ~~we set aside~~ was to be increased for annual expenditure on buildings was ~~about~~ $150,000.00. ~~Under this arrangement we had completed the following buildings : -~~

Chapleau, Ont.,	....C. of E.	....	$45,000.00,
Geo. Gordon's, Sask.,	" "	....	30,000.00,
Morley, Alta.,	....Meth.	....	38,000.00.

We had provided in the estimates for 1915-16 for the following new construction : -

Round Lake,	Sask.,	Presbytn.,	$30,000.00,
Peigan Res.,	Alta.,	R. C.,	30,000.00,
Red Deer,	"	Meth.,	25,000.00,
Stuart Lake,	B. C.,	R. C.,	60,000.00.
			$258,000.00.

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As the war continued, all new projects were abandoned, these monies were not spent and the amounts were not retained in future estimates.

Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 2)
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F

Amounts expended by Department under Agreement re maintenance and management of Indian boarding schools, since April 1st, 1911.

School		Year	Amount	Total
Chapleau	Improvements	1915	$ 1,350.00	$ 1,350.00
Fort Frances		1911 to 1914	31,354.00	31,354.00
Fort Alexander		1911 to 1914	21,461.91	21,461.91
Sandy Bay		1911 & 1914	37,477.88	37,477.88
Portage la Prairie	Cost of building	1914	71,109.00	
	Barns, etc.	1913	11,842.00	
	Water works	1914	5,000.00	87,951.00
Norway House	New building, additions, ice house, etc.	1913	83,755.90	83,755.90
Le Pas		1913	87,344.25	87,344.25
Cross Lake		1914	75,217.14	75,217.14
Gordons	Improvements	1915	1,621.37	
	Electric lighting plant		1,500.00	3,121.37
File Hills	Electric lighting plant	1918	1,500.00	1,500.00
Blackfoot (R.C.)	Building	1914	54,000.00	
	Additions & improvements		8,690.00	62,690.00
Old Suns		1911	53,000.00	53,000.00
				$546,223.45

Amounts expended by Department on Indian industrial schools since April 1st, 1911.

Mount Elgin Institute				
	Buildings	1912	$16,999.00	
	Barns	1915	29,333.75	
	Water Supply)	1917 & 1918	2,256.00	
	Electric Lighting)		900.00	$49,488.75
Elkhorn	New addition	1912	33.041.00	
	Heating new plant	1916	2,346.00	
	Barns and Silo	1912	5,829.71	
	Barn	1917	800.00	42,016.71
Brandon	Alterations & Heating	1915	6,575.85	
	Barn	1918	4,500.00	11,075.85
Qu'Appelle	Laundry machinery	1917	4,520.00	
	Laundry Building	1917	4,000.00	
	Pump and engine	1917	708.50	
	Electric lighting	1918	5,000.00	14,228.50
Kuper Island		1914	66,916.66	66,916.66
Kootenay		1912	86,188.00	
	Addition	1913	15,000.00	
	Barns	1915	12,396.09	
	Water works		8,000.00	121,584.09
				$305,310.56

Amount expended for buildings and repairs $851,534.01

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Statement showing enrolment, average attendance and expenditure at schools named below for year ending March 31, 1918.

School	Enrolment	Average Attendance	Expenditure
	Battleford Agency		
Little Pines	17	10	$1177.00
Red Pheasants	22	12	1577.40
	Carlton Agency		
Ahtahkakoops	19	9	1300.53
Big River	21	10	894.80
Montreal Lake	33	24	633.70
Sturgeon Lake	22	9	1246.94
	Duck Lake Agency		
Fort a la Corne South	21	11	1125.93
John Smiths	26	19	1528.54
James Smiths	17	6	833.64
	198	110	$10318.48

Average Per Capita Cost $93.80

NOTE:-
Sturgeon Lake School was only open two quarters during the year.
James Smith's School was closed on the 31st of December, 1917, and the Big River School was closed on the 31st of December, 1918.

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Appropriations for Indian Education since Agreement for the maintenance and management of Indian boarding schools went into force, April 1st, 1911.

Year 1911-1912	$722,790.00
" 1912-1913	832,265.00
" 1913-1914	745,490.00
" 1914-1915	948,115.00
" 1915-1916	948,115.00
" 1916-1917	734,115.00
" 1917-1918	734,115.00
" 1918-1919	735,515.00
" 1919-1920	735,515.00

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ONTARIO

Agency	Reserve	No. of children of school age	Number at Day Schools	Number at Residential Schools			Not attending
				Kenora	Ft. Frances	Brandon	
Fort Frances							
	Rainy River	49				5	22
	Buffalo Bay	10		1			9
	Couchiching	49			49		20
	Lac La Croix	20					4
	Nickickosemenecaning	15			11		17
	Naicatchewin	17					25
	Seine River	28			3		8
	Stangecoming	8					1
	Sturgeon Lake	1					
Totals		197	22	1	63	5	106

Agency	Reserve	No. of children of school age	Number at Day Schools	Number at Residential Schools			Not attending
				Brandon	Cecelia Jeffry	Kenora	
Kenora & Savanne							
	Assabaska	37			5	11	21
	Big Island	32			5		27
	Dalles	22			6	7	9
	Islington	65			7	4	54
	Northwest Angle	23				7	16
	Rat Portage	25		1	4	7	13
	Shoal Lake	40			41		
	Whitefish Bay	11				6	5
	Eagle Lake	13				8	5
	Frenchman's Head	49			1		48
	Grassy Narrows	49				6	43
	Ignace	17					17
	Lac des Milles Lacs	18			1		17
	Lac Seul	136			1	4	131
	Wabigoon	24			1	2	21
	Wabuskang	16					16
Totals		577		1	72	62	443

Summary for Ontario

Fort Frances	197	22	69	106
Kenora & Savanne	577		135	443
	774	22	204	549

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CANADA

MANITOBA

Agency	Reserve	No. of children of school age	No. at Day Schools	Number at Residential Schools			Not attending
				Birtle	Portage la Prairie	Qu'Appelle	
Birtle	Birdtail Sioux	15		15			—
	Clearwater Lake						
	Gamblers	6				6	—
	Keeseekowenins	19					19
	Rolling River	16		11			5
	Waywayseecappo	53		24	2		27
Totals		109		50	2	6	51

Clandeboye				Kenora	Pt. la Prairie	Fort Alexander	Brandon	Mackay	Norway House	Qu'Appelle	
	Brokenhead	25	17				14				
	Black River	8	11			3	3				
	Bloodvein River	14	22				1				
	Berens River	84	64						5		
	Deer Lake	53									
	Ft. Alexander	67	25			49					
	Grand Rapids	32	27								
	Hollowwater River	17	19								
	Little Grand Rapids	39									
	Pekangekum	53									
	Poplar River	40	26				6		7		
	St. Peters	137	38	1	4	3	29	3		1	
Totals		569	249	1	4	55	53	3	12	1	193

Fisher River				Fort Frances	Pt. la Prairie	Fort Alexander	Brandon	Qu'Appelle	
	Fisher River	134	75		1		20	4	
	Jack Head River	18				3			
	Peguis	105	56	3	5	2	3		
		257	131	3	6	5	23	4	

Griswold				Birtle	Qu'Appelle	Brandon	
	Oak Lake	8		5	7	1	
	Oak River	75	20		9	—	
Totals		83	20	5	16	1	

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MANITOBA (Continued)

Agency	Reserve	No. of children of school age	No. at Day Schools	Number at Residential Schools			Not attending
				Norway House	Brandon	Cross Lake	
Norway House							
	Cross Lake	107	24	20	2		
	God's Lake	52		2			
	Island Lake	98	21	4	2		
	Nelson House	111	23				
	Norway House	177	38	56	13		
	Oxford House	45	65	8	1		
	Split Lake	67					
Totals		657	171	90	18		

				Mackay
Pas				
	Chemawawin	31	15	
	Cumberland	24		14
	Le Pas	83	57	49
	Moose Lake	22	21	4
	Red Earth	25	27	
	Shoal Lake	23	25	2
Totals		208	145	69

				Portage la Prairie	Sandy Bay	Pine Creek	Qu'Appelle
Portage la Prairie & Manitowapah							
	Crane River	5	11		4		
	Ebb & Flow	18		6			
	Fairford	37	20	3	4		
	Lake Manitoba	19	17	6			
	Lake St.Martin	38	35	3			
	Lt. Saskatchewan	28	32			63	
	Pine Creek	52	20		42		
	Sandy Bay	63				1	
	Shoal River	27	40	8			
	Waterhen	12	17				13
	Long Plain	20		22			
	Roseau River & Rapids	38	22				
	Sioux	21		12	1		
	Swan Lake & Indian Gardens	26	8				
Totals		404	222	60	51	64	13

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Summary for Manitoba

Agency	No. of children of school age	Attending Day Schools	Attending Residential Schools	Not Attedding
Birtle	109		58	51
Clandeboye	569	249	129	91
Fisher River	257	131	41	85
Griswold	83	20	22	41
Norway House	657	171	108	378
Pas	208	105	69	--
Portage la Prairie & Manitowapah	404	222	188	--
Totals	2287	938	615	646

Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 2)
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CANADA

ALBERTA

Agency Reserve	Children of school age	No. at day school	Number at Residential Schools			Not attending
Blackfoot			Crowfoot	Old Sun's		
Blackfoot	118		54	48		16
Totals	118		54	48		16
Blood			Blood C.E.	Blood R.C.	St. Joseph's	
Blood	190		61	61	2	66
Totals	190		61	61	2	66
Edmonton			St. Albert	St. Joseph's	Ermineskins	
Alexanders	13		25			
Enoch's	23		14	1	5	3
Joseph's	36		4			32
Michels	19		6			13
Paul's	26	23	27		2	
Totals	117	23	76	1	7	48
Hobbema			St. Joseph's	Ermineskins		
Ermineskins	27		5	22		5
Louis Bulls	16			4		12
Montana (Little Bunns)	11					11
Rains	2					2
Samsons	80	36	7	17		20
Totals	136	36	9	43		48
Peigan			Peigan R.C.	Peigan C.E.	St. Josephs	
Peigan	88		35	32	5	16
Totals	88		35	32	5	16
Saddle Lake			Blue Quills	St. Joseph's		
Beaver Lake	22		11			11
Chipewyan	16					16
Jas. Seemens	53		8			45
Saddle Lake & Blue Quills	83	42	35	6		8
Totals	174	42	44	6		80
Sarcee			Sarcee	St. Joseph's		
Bull's Head	24		23	3		
Totals	24		23	3		
Stony						
Bear's Paw	59					59
Chinquay's	36					36
Stoneys	64					64
Totals	149					149

Summary for ALBERTA.

Agency	No. of school age	No. attending day school	No. attending residential Schools	No. not attending
Blackfoot	118		102	16
Blood	190		124	66
Edmonton	117	23	84	10
Hobbema	136	36	52	48
Saddle Lake	174	42	52	80
Sarcee	24		31	
Stony	149			149
Peigan	88		72	16
Total	996	101	517	385

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S A S K A T C H E W A N

Agency Reserve	No. of children of school age	No. at day schools	Attending Residential Sch.				
Assiniboine			Pile Hills				
Carry the Kettle	27	24	1				
Totals	27	24	1				
Battleford			Thunderchild	Onion Lk R.C	Onion Lk C.E.		
Little Pine	55	13					
Meadow Lake	16		4				
Mooscomin	17		15				
Poundmaker	19	13	8				
Red Pheasant	25	25	10		4		
Stony	15						
Thunderchild	10		1	1	1		
Sweet Grass	22		5				
Totals	157	51	43	1	5		
Carlton			Duck Lake	Onion Lk.R.C.	Pile Hills	Onion Lk C.E.	Qu'Appelle
Big River	37	13					24
Mistawasis	29	16	10		1	7	
Montreal Lake	39	25					14
Muskeg Lake (Petaquakey)	20		27				
Pelican Lake	4		2				2
Sandy Lake (Ahtakakoops)	42	32		2		2	8
Sturgeon Lake	27	18					9
Wahpton Sioux	7						7
Totals	205	104	39	2	1	9	84
Crooked Lake			Cowessess	Qu'Appelle			
Cowessess	62		42	11			9
Kahkewistakaw	27		2	1			24
Ochapowace	20		4				16
Sakimay & Little Bone	28		7				21
Totals	137		55	12			70
Duck Lake			Duck Lake	Qu'Appelle			
Beardy & Okemasis	39		23				16
Jas. Smith's	49						49
John Smith's	32	21					11
Kinistino	13						13
Nut Lake	59			4			55
One Arrow	20		19				1
Totals	213	21	42	4			145
File Hills			File Hills	Qu'Appelle			
File Hills Colony	42			31			11
Little Black Bear	6		4	5			1
Okanese	11		6	2			4
Peepeekesis	5		14				14
Star Blanket	9		6	5			5
Totals	73		30	39			55
Moose Mountain			File Hills	Qu'Appelle			
White Bear	24	17	2	5			
Total	24	17	2	5			
Moose Woods Res.							
White Cap Sioux	18	16					2
Totals	18	16					2

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SASKATCHEWAN (Continued).

Agency Reserve	No. of children of school age	No. at day schools	Attending Residential Schools			No attending
Onion Lake			Onion Lake C.E.		Onion Lake R.C.	
Chipewyan	63				8	55
Frog Lake	31	23	0		5	
Island Lake	27		2		5	20
Joseph Bighead	15				1	12
Keeheewins	40	16	1		6	17
Leon Lake	5					5
Onion Lake	34	17	10		21	
Totals	215	56	21		46	109
Pelly			File Hills	Gordons	QuAppelle	
Cote	68	23	17			28
Keeseekouse	24	9	5		9	5
Key	24	9	5	1	1	10
Valley River	21					21
Totals	137	41	23	1	10	62
QuAppelle			File Hills	Muscowequan	QuAppelle	
Muscowpetung	15		4	1	4	4
Pasqua	28		5		22	3
Piapot	29		1		14	14
Standing Buffalo	25				29	
Totals	95		8	1	69	21
Touchwood			Gordon	Muscowequan	Qu'Appelle	
Day Stars	15	8	1			4
Fishing Lake	26		2	0	5	15
Gordons	56		39	1	6	10
Muscowequans	40			31		9
Poormans	36		5	12	9	10
Totals	121	8	47	50	18	48

Summary for SASKATCHEWAN.

Agency	Children of School age	Attending Day Schools	Attending Residential Schs.	Not attending
Assiniboine	37	24		3
Battleford	157	51	49	57
Carlton	305	104	53	48
Crooked Lake	137		67	70
Duck Lake	212	21	46	145
File Hills	73		69	4
Moose Mountain	24	17	7	
Moose Wood Res.	18	16		2
Onion Lake	213	56	67	90
Pelly	137	41	34	62
Qu'Appelle	95		78	17
Touchwood	171	8	115	48
Totals	1469	338	585	546

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The Halfway P.O. Man.
27th January 1919.

To His Royal Highness, Victor Christian William,
Counsellor, Duke of Devonshire and
Governor General of the Dominion of Canada.

May it please Your Royal Highness!-

We, the Chiefs and Headmen representing the Indian Bands living upon the shores of and adjacent to Lake Winnipeg, in the Province of Manitoba, having failed to have received due and just consideration, through the prescribed channels for the administration of Indian affairs, in the matter of an attempt to deprive us of the hunting rights granted to our peoples and the encroachment upon the educational rights as embodied and written in the original treaties made between the British Crown and our Indian peoples, do herewith, humbly, respectfully and earnestly crave the help of Your Excellency and that Your Excellency will order that the hunting rights of Your Indian peoples be acknowledged and maintained, and that the education of Indian children be given under the sole management of the Government, as prescribed in our treaties, without any interference or influence from any source whatever, political, religious or otherwise.

We respectfully beg to quote the words written in the treaties made and concluded at Berens River on the 20th of September, 1875 and at Norway House on September 24th, 1875, with which the promises written in the treaty memorandum as promised by the Commissioner appointed to make a treaty with the Indians of the StnPeter's Band, are identical,-

"Her Majesty"

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"Her Majesty further agrees with Her said Indians, that they, the said Indians, shall have right to pursue their avocations of hunting and fishing throughout the tract surrendered as hereinbefore described, subject to such regulations as may from time to time be made by Her Government of Her Dominion of Canada, and saving and excepting such tracts as may be from time to time be required or taken up for settlement, mining, lumbering or other purposes, by Her said Government of Her Dominion of Canada, or by any of the subjects thereof duly authorised therefore by the said Government."

The first movement to deprive us of our rights was made by the Missionary in the Fisher River Reserve who agitated with the Game Department of Manitoba, and we were notified by the Game Guardians that we were subject to the Game Laws of the Province of Manitoba. This movement has found favour with the Department of Indian Affairs and we have recently been notified by the Department that we must obey the Game Laws of the Province of Manitoba.

At the meetings of the Indians of the Peguis and Fisher River Bands with the Game Guardians, our Indian Agent pointed out the injustice of applying Game Laws to Indians at a moment's notice and without consulting the Indians or the enacting of proper legislation for such a purpose and further suggested to the Game Guardians and to the Department of Indian Affairs, that no definite steps be taken until a dis-interested person be appointed to accompany him upon the treaty trip in the Fisher River Agency, that it might be clearly seen, that any attempt to apply Provincial Game Laws to Indians living in a locality composed of granite rocks, muskegs and water, and where none could raise sufficient vegetables or grain to keep a family in food for a month, and where, in hundreds of square

miles

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miles there could not be found sufficient hay to maintain one cow, would be contemptibly unjust.

A most casual inspection of the districts where thousands of our Indian people are living will corroborate these statements and at once establish the fact that, whatever laws are, or are not made that will operate to deprive the Indians of their ~~of their~~ right to hunt, the Indians cannot live where they now are without the right to hunt as given them in their treaties. If the Provincial Game Laws must be applied to Indians, they, the Indians, must be removed to a locality where there is soil to cultivate or hay lands where they can raise cattle. And inasmuch as the Indians living in the localities referred to have no knowledge of any pursuits except hunting and cannot speak any language except that of their race a grave responsibility rests upon the Government of the Dominion of Canada.

We respectfully solicit the defense of Your Royal Highness in this matter of vital importance to ourselves and all our Indian people.

In the matter of our schools we respectfully beg to quote from our treaties made with the British Government,-

" And further, Her Majesty agrees to maintain schools for instruction in such reserves hereby made as to Her Government of the Dominion of Canada may seem advisable, whenever the Indians of the reserve shall desire it."

In some unknown way, perhaps with a laudable desire for mutual benefit, a system of education of Indian children has been arranged in the past between the Department of Indian Affairs and the different Churches or Religious Organizations, the Churches being

given

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given the privilege of nominating the teachers, only, and the Government paying the teacher's salaries and all the expenses of the school management.

Whatever may have been the imagined benefit to be derived from such a system, it condemns itself at once, inasmuch as it at once places the teacher under two masters and has also been the means of causing serious religious quarrels among our people.

This apparently small matter of granting the nomination of teachers to religious organizations has been sadly abused and has assumed such agressive proportions that teachers are engaged and dismissed without any reference to the officials of the Department, and Indian Department Officials and regulations are ignored and defied. To such an extent has this been allowed and encouraged that at Berens River the Methodist Missionary boldly abducted two Roman Catholic children from the Roman Catholic school, in spite of the protest of the teacher in charge and the Indian Agent's warning against such a course of action, and placed the children in the Methodist Boarding School at Norway House.

Some teachers have also complained that they do not receive the amount granted by the Government for their salaries.

We earnestly pray Your Royal Highness to order that all Indian schools shall be operated solely and entirely by the Government.

We will at all times welcome and assist to the very best of our ability any Church or Religious Organization who wishes to bring to us the Gospel of Jesus Christ, but we will not tolerate or uphold any who has any influence with our teachers, schools or matters pertaining to the treaty made with the Indians by the Government, or who by their determination to secure worldly power and material benefits, give the lie to their professed object

of

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of taking Christianity to the Indians.

Under the present system of Indian education the teachers do as they like, some of whom are incompetent, and many of our schools would be as well closed. Reports of progress and conditions by self-interested persons should not be accepted and an investigation will reveal the truth of our statements, and more.

We regret the trouble and loss of time we are causing Your Royal Highness, but we are at our wit's end to know how the affairs of Indians can be given due consideration, and we have wondered if it is because the Indian has no vote that his affairs are treated with contumely, his rights assailed and those who dare to lift a voice on his behalf, supressed.

Our only hope is in British justice and an appeal to the British Government to administer our affairs in accordance with the terms of the treaties made between that Government and the Indian people of the Dominion of Canada, and we still have faith in those treaties which the Commissioners appointed to make treaties with us stated, were alike binding upon the Government and the Indians.

In the further interests of Peace and Good-will, and that there be no cause for dis-satisfaction amongst our people, many of whom are unable to understand the differences of award according to merit, we respectfully suggest that the meniad recognition of the sacrifices made by many of our young men upon the field of battle in France, to the parents or relatives of the fallen, be equal.

With

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With sincere regard, submission and loyalty to Your Royal Highness and the British Government we respectfully submit these presents for Your Royal Highness to dispose of, by referring them to the Great Peace Conference, or as Your Royal Highness may deem most expedient, and subscribe ourselves

Your humble loyal subjects,

William his x mark Pahkoo ..... Chief of the Peguis Band

William Asham ..... Councillor of the Peguis Band

Miles Cochrane .....

George Hudson .....

William Prince .....

Joseph Everett ..... Chief of the Fisher River Band

John T. his x mark Cochrane ..... Councillor of the Fisher River Band

David Rundle .....

William Berens ..... Chief of Berens River, Poplar River, Little Grand Rapids and Pekangekum Bands.

John his x mark Young ..... Ex- Councillor of the Bloodvein Band

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The Halfway P.O.Man.

March 7th, 1919.

Confidential and Personal.

J.D.McLean Esqr.,
Assistant Deputy and Secretary,
Department of Indian Affairs,

Dear Mr McLean:-

I have your letter of the 28th ultimo with which you enclosed a copy of petition signed by Indians of the Peguis, Fisher River, Berens River and Bloodvein Bands.

I cannot give you much more information as to the instigator of the petition than is contained in my letter of January 28th last, with which I enclosed copies of the petitions as advised.

The first I heard of the intention of the Indians to take their grievances to the Governor was from a returned soldier who had settled in the Fisher Bay district who stated that he had been warned by the people that the Missionary in the Fisher River reserve was a Game Guardian and that the Indians were forbidden to hunt.
This man had also a grievance against the Land Department for some mixup over his homestead being given to another while he was serving in the Army, and stated that he was taking this to the Commissioner of Immigration and said he would also present the case of the Indians being restricted in their hunting privileges.

Then I heard of meetings of Indians had been held in the Fisher River reserve after which the meeting was held in the Halfway House on January 20th as advised. Then a meeting of the Peguis Council was asked for January 27th, and it appears the Peguis Council had invited the Fisher River Council to be present also, with Chief William Berens.
Chief Berens stated that he had told the North West Mounted Police

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that he and all his people would not submit to the Provincial Game Laws, that they would all go to jail willingly as they might as well be there as to attempt to live where they are without the game, that he had so informed the Hudson's Bay Co. who had stated, "go ahead and get the furs and we will buy them".

Chief Everett of the Fisher River Band brought several cuttings from news-papers including one containing an alleged statement by Chief Game Guardian C.Parber, of Winnipeg, that the taking of game for food by Indians at all times was the Indian's indisputable right.

The Indians were most indignabt and angry and stated that unless they received satisfaction they would wait upon the Governor General in person, condemning the Indian Department and Officials for " taking sides with the Game Guardians instead of protecting the rights of the Indians". I had always advised that the Peguis Band did not appear to have any such hunting rights claimed by the others, but at the meeting with the Game Guradian on March 29th, 1916, Mr Game Guardian Joyce read a copy of the address of the Commissioner which was made to the Indians of the St Peter's Band at the first treaty, stating that the game was theirs,(the Indian's) and that they had right to hunt over all lands not enclosed. It was also argued that when the St Peter's peopl had their annuity changed from $3.00 to $5.00 it was by an agreement between the Government and the Indians, otherwise the Department would be taking their treaty money and reserves next, which was no more a part of the treaty than the right to hunt game, and no less.

It was quoted that the conviction of Andrew McPherson upon a plea of guilty was evidence that the Province had no power to punish a treaty man for exercizing his right to hunt, as nothing was done to him, and the hearing of his case was refused by three or four local Police Magistrates becauee he was an Indian &c.

It would appear regrettable that at least, a pretense of treating with the Indians was not made in this matter and it is perhaps not too late for the Department to consider how this game question can be settled satisfactorily to all and in the meantime to advise the Indians of the receipt of their petition through the hands of the Governor General, but that, while the Department has always had the interests of its Indians before anything else, it has also many other Bands claiming its

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attention, and that this will be further carefully considered.
I advise something like this as the Indians are impatient and I heard some of them talking in Indian that they had better come to Ottawa and publish their grievances in the press as have several other Indians. I have endeavoured to hold this down by advising that to do either would destroy any efficacy their petition may have, and would be an insult to the Governor General.
In reference to the St Peter's surrended question it was stated that the Indians considered the Department was bribing those now coming out with the $70.00, that Mr Bradbury had been bribed to drop his defence of this question, and also other officials. Those who have come out stated that at the meetings held in St Peter's last winter they were promised in unmistakable terms that they would be paid the "$90.00 " by the Agent in the Peguis reserve. At the treaty payments last summer, just before commencing to pay annuity I was asked by the Council if I would kindly step to the outside of the pay-tent; when there I was asked if I had any money, other than the usual annuity to pay them; if I knew or had heard of any being expected for them, other than the annuity, to which I could but answer, no. The interpreter then said that was all they wished to ask me.
I really think there was no necessity to make any offer of payment for work on the houses ans less to advance the amount from $2.50 to $3.50 per day. Now the Indians no doubt have the idea that if they kick long and hard enough they will get something more, and as there is no doubt that several Indians in the Peguis Reserve received little or no building assistance, other than the materials, they are joining hands in voicing their dissatisfaction. It would seem to be a most necessary rule to give to all Indians alike, or nothing to any.
In the matter of the education of Indian children the greatest complaint has been from Fisher River; several times the Fisher River Council have been to see me to ask that the school business be taken out of the hands of the Churches, and at meetings I was asked what powers the Minister had in the schools, to which I could only reply as advised by the Department, - only the nomination of teachers. I was accused of assisting the minister against the Indians in this school matter upon one occasion, and the Indians took or sent a petition to the late

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Chief Inspector Glen Campbell, who sent it to me, but I did not report this as I thought it was because the former Fisher River Chief was a "Shaker", but the present Chief who is a Methodist makes the same complaint and request that the schools be managed solely by the Government.

The Peguis Council also make the same request which I think is founded on the fact that some of the Council wished a friend of theirs to be given the South Peguis School and approached me about this and I informed them that I had no say in the appointment of any teacher. The war has no doubt hastened this attitude, but any one of ordinary vision could see that the handling of school matters by the Churches in face of the enlightenment of the modern Indian could only result in the alienation of the Indians from the Churches.

I have spoken to the Revd T.Ferrier upon this line but Mr Ferrier stated that if they could not have the appointing of the teachers his church would step down and out from any Missionary work in the reserves; some Roman Catholick Priests spoke to me on the S.S.Wolverine in reference to the situation at Berens, and I suggested the solution of placing the school business in the hands of the Department, only to which was replied that the Roman Catholic Church would never give up the privilege of appointing the teacher.

If this is the spirit of the Churches it will be the greatest blessing for all concerned if they will withdraw from the reserves, and it should not be a question of the Churches giving up this courtesy, but if the Department considers it advisable to terminate it; at any rate the school affairs should be either under the Church or the Department, but, as the Indians hold the original treaty and demand that they be treated according to the terms of their agreement it would seem they have some say in the matter. Cooperation seems impossible as the Missionaries in most cases, although they quote cooperation, really desire approbation of all they do, right or wrong, and to order all things.

In the case of Jackhead, the only man proposed for this school was a man who was a failure in the same work at another place.

In speaking upon the subject of Indian education with the late Lieutenant Revd Hetherington, assistant Principal of the Brandon Industrial school, he said, "it is no wonder we have such poor results in our

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Indian school matters, for whenever we have a man who is a down and out failure, his name is brought up at conference, and he is given a school or mission with the Indians". It seems impossible to avoid disaster if such persons have anything to say in the management of education. While I am quite sure aware that there are noble exceptions it cannor be expected that persons of intelligence will offer themselves for the position of teacher in an Indian school under the existing humiliating conditions.

In the statement of the Indians that some teachers have complained they do not receive the amount granted for their salaries I would say that Joseph Everett was reported to have been dismissed from the Bloodvein school through the efforts of the Revd F.G.Stevens of Fisher River. Joseph came to me in the early spring of 1917 and stated that he had applied for a settlement of what he claimed was due for his services and presented a statement signed by the Revd T.Ferrier in which Everett was charged for an amount due Miss Jotcham for her travelling expenses enroute to or from Norway House, and further made a claim that he was short some $200.00. This I was told was later paid to him. I entered into some lengthy correspondence with the Revd J.Arnup in this matter.

George Sinclair, who was at Pekangekum and Berens River made a statement that all that he had received for his summers work was $80.00.

It was stated at Fisher River that the extra grant of $50.00 given by the Department to Miss Royan would not be given her as she had made a contract with the officials of the Methodist Church to teach the Fisher River school for a certain sum which would not be increased. Miss Royan wrote me several letters after she had left the Fisher River reserve and finally advised me that she had been paid this amount.

Mrs Lowes of Berens River claimed to have never received but $500.00 for her services as teacher. At her request I took this up with the Revd T.Ferrier who stated to me that they only paid $500.00 to a female, and $600.00 to a male teacher. Mrs Lowes wanted to know what was the difference so long as she had the qualifications. Mr Arnup stated that the salary of the teacher and missionary was a joint one, but Mrs Lowes repudiated this and said she wanted the salary that was granted.

A change from the present conditions could not possibly be

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worse and if I was asked what I would prefer I would say that, if the Churches wanted it so bad and the Indians could be satisfied thereby, by all means give the whole management into the hands of the Church officials of all Indian schools; but with the differences of religion among the Indians and that each denomination is against the other it seems there can only be expected an increase in the troubles upon the Indian reserves. One of the Peguis Councillors has upon more than one occasion urged the Council to request that the teachership be always given to educated Indians so long as they are proved to be competant.

In conclusion I would say that the Peguis Band particularly are a very persistent and "want to know" Band, and have many relatives and friends in Winnipeg who can give them every information upon law or anything else, and the questions asked in the Council meetings are often difficult to answer.

However, the time appears to now be ripe for all classes of people to have their wrongs or grievances overhauled and adjusted with little consideration for the wants of the few that does not justly administer to the needs of the many. The Department of Indian Affairs has a most responsible task to administer the affairs of a nation almost helpless before the advance of civilization. While admitting my many shortcomings I consider it a privilege to be able to do anything for the advancement of the Indians and should rejoice to be able to assist in so working that a contradiction may be made to a statement I have heard, that the Indians are progressing, not with the cooperation of the Department with the Churches, but in spite of it.

I am sure you are tired. I enclose the petition herewith.

youre truly

J. H. Carter.

Indian Agent,

Fisher River Agency.

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The Apostolic Mission House
Brookland Station
Washington, D.C.

520797

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150000/1

Ottawa, March 27, 1919.

Rev. Sir,-

I have to acknowledge the receipt of your letter of the 18th instant asking to be furnished with certain information in regard to the Indian schools in operation in each of the four Western provinces of Canada.

In reply I beg to say that I am sending you under separate cover a copy of the last Annual Report of this Department, on pages 80 to 98, inclusive, of which you will find the number and kind of schools in each of these provinces and the namesof the religious denominations under which they are conducted.

In regard to your request to be informed how these schools are supported I beg to inform you that the Department pays the salaries of the teachers and all other expenses in connection with the day schools and the boarding and industrial schools are conducted on a per capita grant system.

Your obedient servant,

Asst. Deputy and Secretary.

Rev. D. A. McLean,
The Apostolic Mission House,
Brookland Station,
Washington, D.C.

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Original

97216-1A.

Ottawa, April 15, 1919.

Sir,-

I have given consideration to your confidential report of [illegible]on 7th with regard to the petition sent by the Indians of the Pequis, Fisher River, Berens River and Bloodvein Bands, to His Excellency the Governor General.

The part of the petition regarding education will be dealt with in a separate communication. In so far as the hunting and fishing privileges are concerned, I may only state again that the Indians must come under the provisions of the Game Laws the same as White people, except in so far as the Provincial Authorities may be willing to make special concessions in their favour. The Indians should be advised that this is done in their own interests, and in order to preserve the game for them as well as for other residents of Canada.

The Department agrees that there is no real necessity of making any offer of payment for work on the houses.

Your obedient servant,

J.D. McLean,

Asst. Deputy and Secretary.

T.H.Carter, Esq.,
Indian Agent,
The Halfway P.O.,
Man.

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DEPT. OF INDIAN AFFAIRS
JUL 2 1918
RECORDS

3 J 3

Returned to Education Br. Buttawa June 21 1918 E

Miss N Mackenzie

Ottawa 6 mo

Dear Sir I have at June 13 ult had read
interest notice of late decision in
awarding of the Citizen Editor of
Century the Prize of the U.S. Bureau
of Education for your interest in inquiring.
I will be send many free copies
to your Indian schools if you will
please send me a report with posts
addresses.
I would be pleased to send them
to english teachers & schools in India
if you have a report or could tell
[illegible]

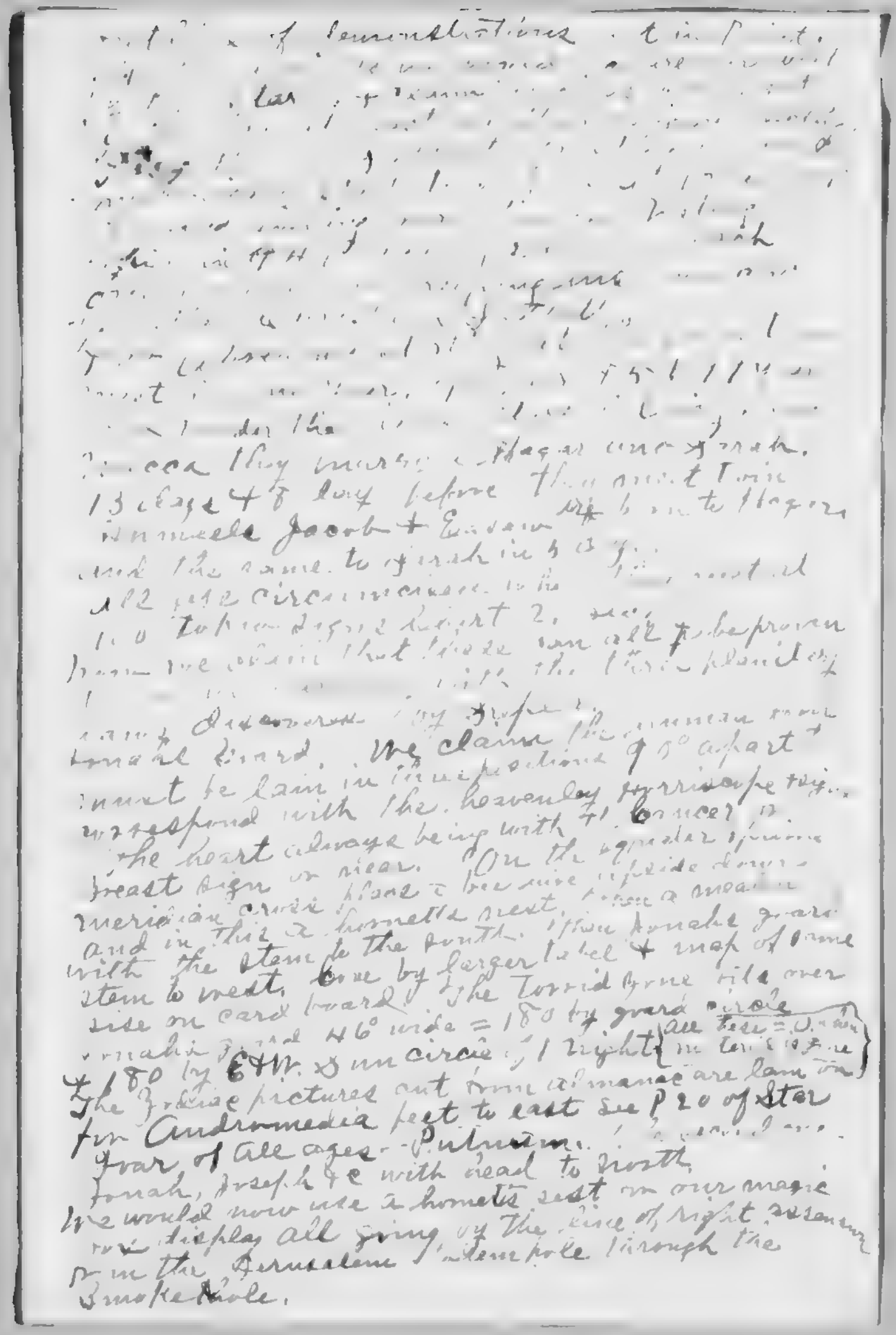
Hoping you and your educators will
see the great advantages of this system
and [illegible] ommitting to teach
and demonstrate it to the Indians,
I remain truley Yours,
C. L. Brid[illegible]

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3414 Laverton Ave.
(Highlandtown) Baltimore, Md.
May 19, 1930

524086

Dear Sir, I wish to apply for teaching position to the Eskimos of Arctic Canada. I am sending my enclosed Ship Pilot from Seattle to Nome, Alaska. I wish to go and demonstrate & explain by your consent & approval. My first printed pamphlet was printed while in Kingston, Ont., of the Queens University there to investigate and O.K. me as an efficient. Before I give a demonstration I am writing Ottawa much more. Hoping to hear favorable reply at once I subscribe myself Respectfully Yours

Clarence Bridge

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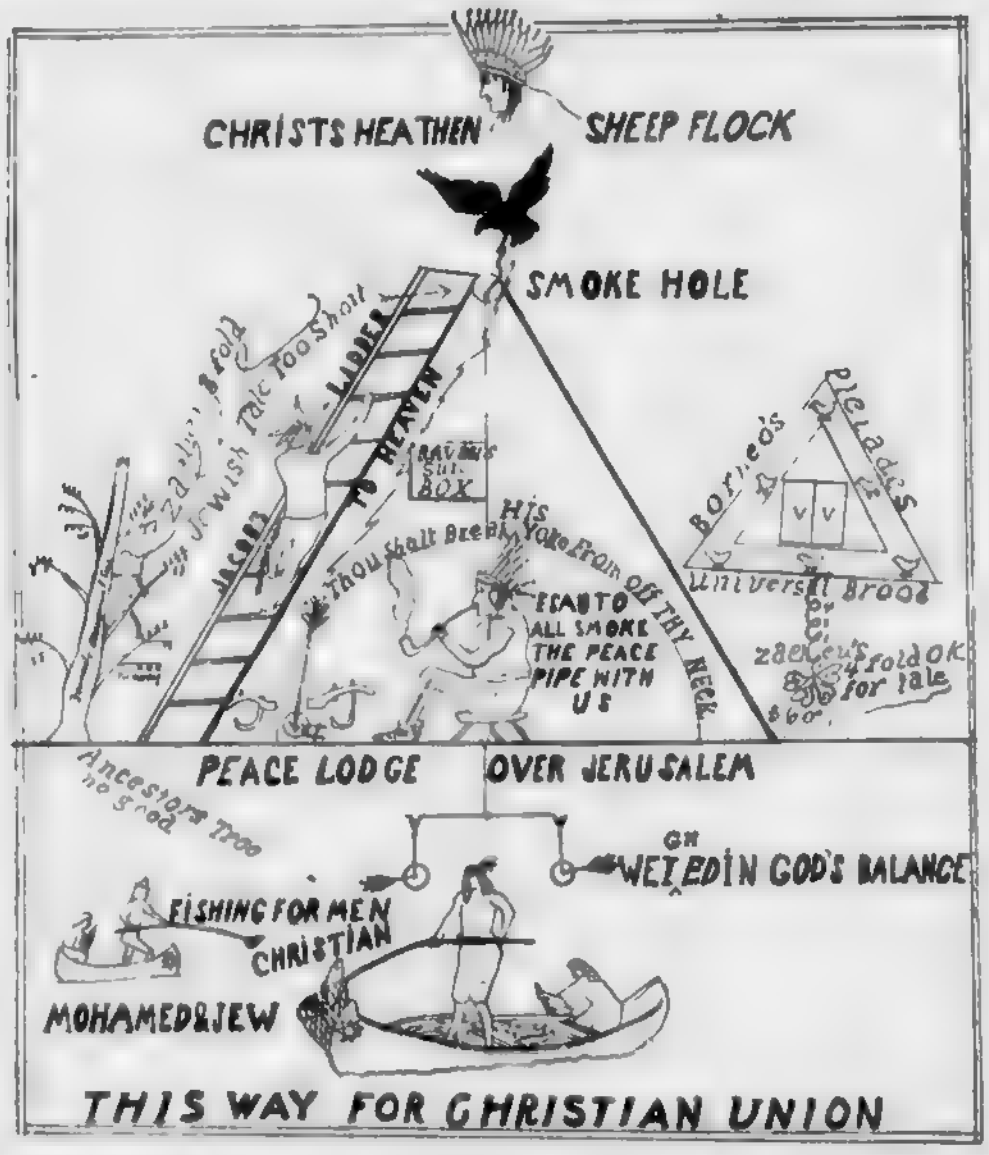
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NATURE'S SKY PILOT

—FROM—

EARTH TO HEAVEN

By a Universal School Globe and Antedeluvian Patterns Taught Adam in Eden



These Revelations of Geometry Teach Us The Secrets of Our God

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GOD'S PLAN. Man proposes, but God disposes by the pattern of Nature and Revelations.

The following outline of Bible reading is suggestive and should be followed by pointing to the enlarged charts and new school globe compplete Follow the outline and description by pointing to charts as indicated. No one should object to the Bible description read while one points to the forms described. Avoid scientific analogies that lead to debate of offence. Use these in all Bible classes and day schools, etc. Enlarge the references. Use the box light in the 12 foot room. Change from plain to solid geometry as shown in 7 eyes and 10 horns III. Also by 12 arcs connecting corners of cube layer on a clock face of 12 signs, for Zodiac, throwing another circle over the poles of the earth. You are ready to supply the maps on to a cube box with 8 corners 45 degrees from pole. Rev. 22-16. I, Jesus, have sent my angel to testify these things in the churches. And he showed me a pure River of Life clear as crystal proceeding out of the Throne of God and the Lamb (at A).

Gen. 2-10—And a river went out of Eden to water the garden and from thence it was parted in four heads (at D axis).

3-24—And He placed at the east of the Garden of Eden cherubim and a flaming sword (of gravitation) which turned every way to keep the way of the tree of (everlasting) life.

Mythology engravings name these rivers at 45 degrees from the four cardinal points on the cube corners of the earth.

Rev. 7-1—I saw four angels stand on the 4 corners of the earth.

Mark 14-48—I will destroy this temple (3 and 5) made by hands and within 3 days I will build another made without hands (above A).

62—Ye shall see the Son of Man sitting (in 6) on the right hand (illustrate by doll image at 7) of power and coming in the clouds of heaven. (This is Stevens valerent.) I see the heavens opened and the Son of Man standing on the right hand of God (No. 6).

When the image of God is placed at A. I. read of Moses seeing God's hinder parts when all the universe is on his right 1, A of God (thus) manifested made he man (pointing to all). We have a building of God, a house not made by hands (in) eternal (day) in the heavens (above A). "We know not the form we then shall wear." Spirits take any form they like beyond all formalities. We cannot confine spirit to form, so the second commandment "Thou shalt make no images" (on A). "What man by taking thought can add one cubit unto his stature." Let the thoughtful one that scoffs at the patterns try his hand fitting the sparrow to correspond to two or four elevations. He will have to deduct heart love or head center or double one of them. Baalams ass horizontally also shows the angel of limitation in his voice as well as skeleton. God says to man and ocean, "Thus far shalt thou go and no farther."

Rev. 21-16—(This is John's holy cubical city). The [illegible] width of it are equal [illegible]

Habak 2-2—Write the vision and make it plain upon tablets that he may run that readeth it.

3—For the vision is yet for an appointed time (1919), but at the end it shall speak and not lie. Though it tarry wait for it, because it will surely come; it will not tarry.

11—For the stone shall cry out of the w[illegible] and a beam out of the timber (cube) shall answer it.

14—For the earth shall be filled with the knowledge of the glory of the Lord as the waters cover the deep

Zephas 3-9—For then will I turn to the people a pure language (universal) that they may serve him with one consent.

11—And thou (Christians and Jews) shall no more be haughty because of my holy mountain (No. 6).

12—I will also leave in the midst of thee an afflicted poor people that they shall trust in the name of the Lord.

Habak 2-16—Drink thou and let thy foreskin be uncovered. The cup of the Lord's right hand (III) shall be turned unto thee and shameful spewing shall be on thy glory. "He stood and measured the earth." The sun and moon stood still. Nahum 1-13. I will afflict thee no more, for now will I break the yoke (of material servitude on earth) from off thee and will burst thy bonds in sunder.

15—Behold, on the mountains the (skeletons) feet of him that bringeth good tidings, that publishes peace (by skeleton frame work made) "according to all thou wast shown on the holy mountain"

Amos 7-8 What seest thou? Then said the Lord, Behold, I will set a plumb line in the midst of my people Israel (III).

Hosea—In the place where it was said unto them (heathen) ye are not my people, there it shall be said unto them, ye are the sons of the living God.

Hosea 14-15 I will allure her (the true Israel) into the wilderness and give her a vineyard from thence and the Valley of Acher (in Canaan and in the wedge wheel of Israel II) for a door of hope.

Lam. 4-2—Under his shadow we shall live among the heathen.

7—Her Nazarites were purer than snow (III at 7 eyes). They were whiter than milk. They were more ruddy in body than rubies. Their polishing was of sapphire (360 degrees of heathen hearts).

42—The daughters of my people have become like the ostrich in the wilderness and their punishment greater than Sodom.

Ezek. 2-7—Be thou not rebellious like that rebellious house. Be not afraid; open thy mouth and eat that I give thee. (In the clovenfooted triangle in snow and the clean cut chewing animals sacrifice with salt.)

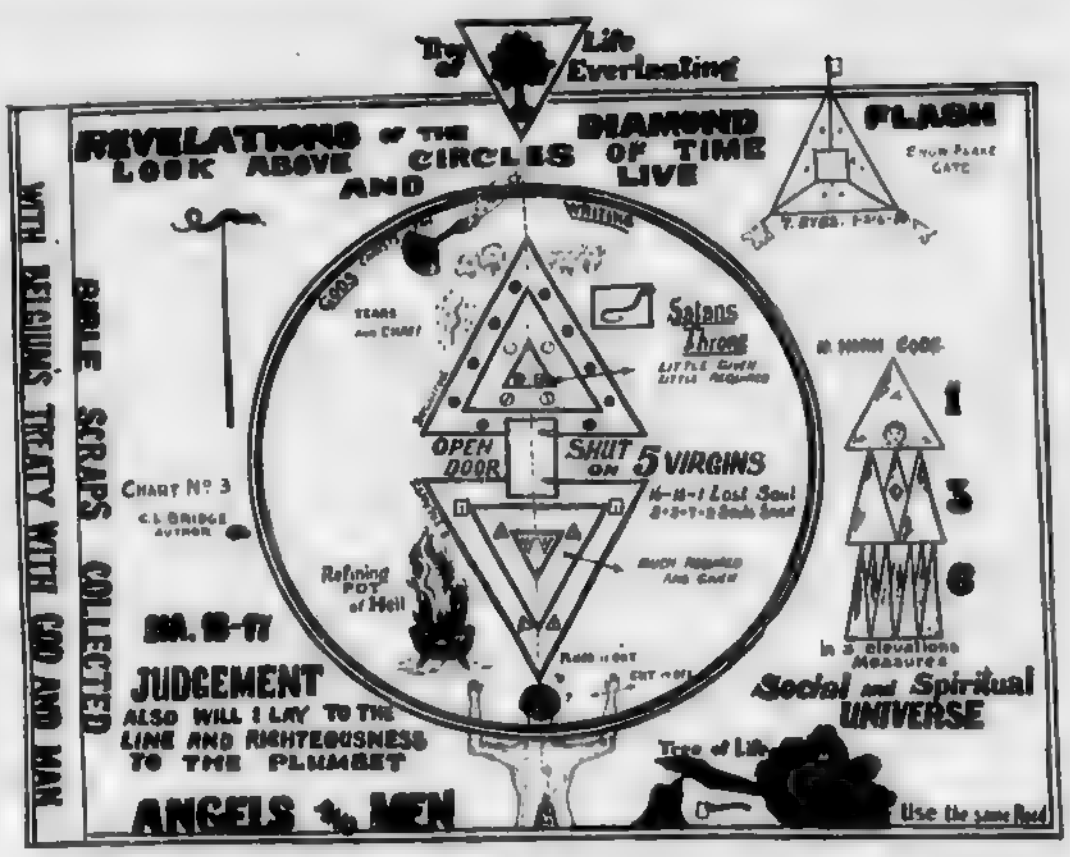
10—And he spread it before me, written within and without lamentations and woe.

Ezek. 4-1—Take a tile and lay it before thee and portray upon it the city, even Jerusalem.

5-1—Then take the balances to weigh and divide hair.

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6-2—An end is come upon the four corners—abominations—shall be in the midst of the land.

12-24—For there shall be no more any vain visions nor flattering divinations within the house of Israel.

37-2—Many bones in the valley—dry.. Son of Man, can these bones live? As I prophesied, four winds came together and they lived and stood upon their feet.

11—Israel, our bones are dried and hope lost.

12—O! my people, I will open your graves and there you shall know I am the Lord.

16—Stick—join 2 together (and from the cube).

8-16—Gabriel, make the man to understand the vision.

Isaiah 11-38—He shall honor the God of force (of control) and a god whom his father knew not.

Jeremiah 31-38—The city shall be built and the measuring line shall go forth to the hill Gareb, and over the whole valley of the dead (1-5 H).

10-20—My tabernacle (church) is spoiled and all my cords are broken; there is none to stretch forth my tent any more and to set up my curtains (around No. II and V).

7-10—Death shall be chosen rather than life (at second death of character) of all this evil family. (All get their prayers answered.) Whatsoever you sow that also you shall reap.

29-4—Thy speech shall whisper out of the dust. into the cift of the rock.

18—In that day the deaf shall hear the words of the book and the eyes of the blind shall see out of obscurity.

24—They that err in spirit shall come to understanding.

30-2—Their eyes shall see thy teachers and they shall not be removed into a corner any more. Their ears shall hear a word behind thee, saying this is the way; walk ye in it. When ye turn to the right hand and when ye turn to the left (see chart 3).

23—In that day thy cattle shall feed in large pastures.

28—The bridle (law) in the jaws of the people cause them to err

33-21—They shall see a tabernacle that shall not be taken down, not one of the stakes thereof shall be removed nor cords broken and thou shalt not see a fierce people of a deeper speech than thou canst understand Look upon Zion the city of our solemnities.

34-3—The mountains shall be melted by their blood and all the heavens shall be dissolved and rolled together as a scroll. My sword shall be bathed in heaven.

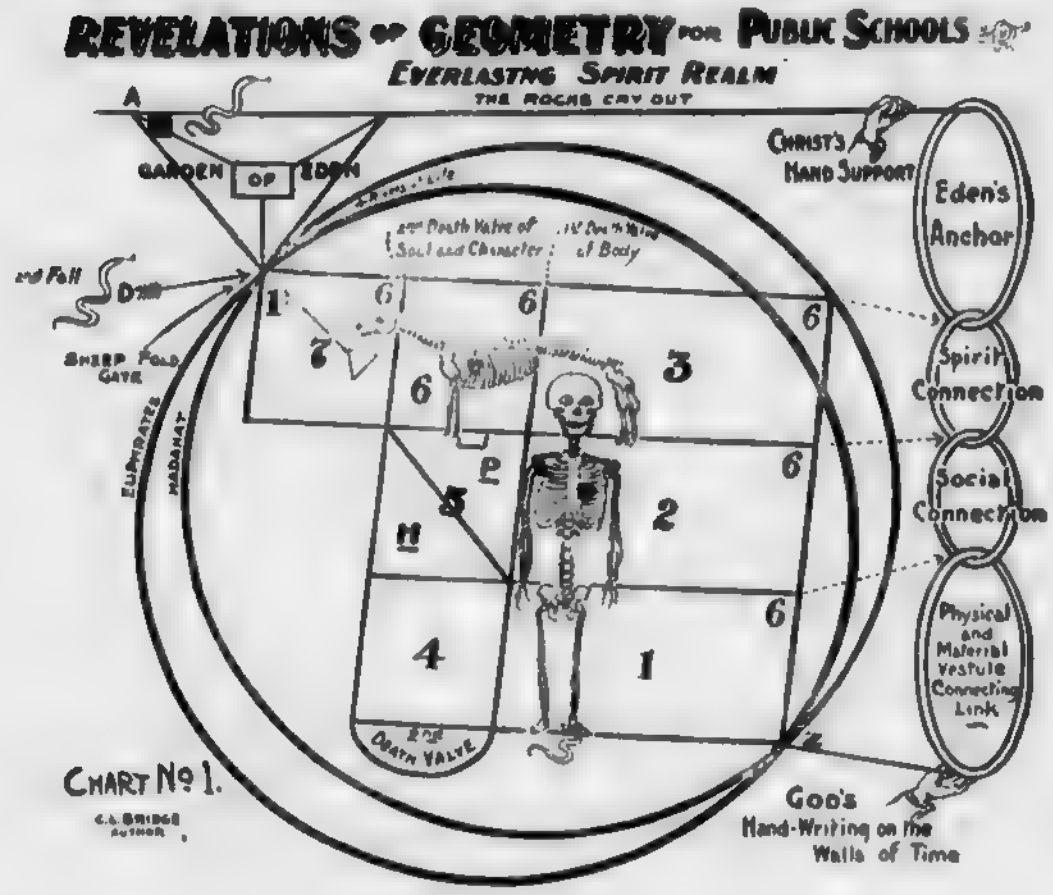
12—His hand has divided it by line. The raven shall stretch out upon it the line of confusion. But seek ye out of the book of the Lord and read.

57-14—Take up the stumbling block of my people.

Ezekiel 8-16—At the door of the temple of the Lord between the porch and the altar twenty-five with backs towards the temple (illustrate with doll) and their faces towards the east (unscientific while Indians were in

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America obeying Divine command: "Turn your faces and pray towards Jerusalem," and they worshiped the sun towards the east.

9-2—Six men from the high gate north and every man a slaughter weapon in his hand and one among them was clothed in linen and an ink home in hand. (These six men powers of control should be compared to six Indian smokes 90 degrees apart and the first smoke to Ti-ra-wa above equals purity records).

12-24—For there shall be no more any vain visions nor flattering divinations within the house of Israel.

21-16—Go the one way or the other, either on the right or left (III) whithersoever thy face is set.

26—Remove the diadem and take off crowns—this shall not be the same: exalt him that is low and abase him that is high.

22-12—Thou hast taken usury and increase and thou hast greedily gained of thy neighbor by extortion.

24-7—For her blood is in the midst of her. She set it upon the top of the rock. She poured it not upon the ground to cover it with dust.

21-14—Smite thy hands together and let the sword be doubled the third, the sword of the slain; it is the sword of the great men that are slain, which entereth into their privy chambers.

15—I have set the point of the sword against all their gates; that their hearts may faint, and their ruins be multiplied. Ah! it is made bright, it is wrapped up for the slaughter.

16—Go thee one way or the other; either to the right (with God) or on the left (with Satan) and goats (111) whithersoever thy face is set.

P. S.—The red colored plate is not used on 111 chart. There is nothing for sale by the writer and no denomination is represented. Bible patterns and scientific outline combined to keep central numerals compared with the unitarian universe for a universal language of God's handy writings. Nature and the Bible speak one.

(This outline will be suggestive.) The meaning of Numbers in the Bible and science and charts and no school globe are the outlined primary grades being in view of the other classes all can follow the same numbers outlined by this class and illustrated by placing each operation behind the scientific cross of our school globe circles.

Our infant class lessons are four, made by 3 straight lines, two perpendicular and the second one crossing the third. We will now make four dots in the form of a square. Hide these dots behind your crosslines. The next illustration is a square piece of paper hung by the corner or four corner held. Now use 4 dots on your paper hung 45 degree from cross lines. Explain: If we could stand away from the universe these four dots are at the corners of a cube between the surveyors' spider web cross and at cube corners.

The dots are now connected perpendicularly to make the letter H the 8 in our alphabet. Connect them the next time and make Z. Now to make X. Now erase the

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NATURE'S SKY PILOT by EDEN PATTERNS

THE INDIANS' TEPEE OR GREAT LODGE OVER JERUSALEM FOR CHRISTIAN UNION.

This is mechanical union first, social union second, and spiritual union third. In this Great Lodge Esau's descendants shoot the Jews and Christians' yoke of servitude off their hairy necks. See broken yoke.

India's figures of speech and through algebraic signs, numbers, forms and changeable signs given by India, philosophers bring all the ends of the earth together. This great Lodge erects its totem sacrificial stage or post over Jerusalem 8 miles high to the smoke hole in the clouds through which Christ penetrated in His ascension.

The children with their sand box outlining Palestine will root a stake above Jerusalem and top 8 inches on Joshua's and minerologists' 7-eyed stone northeast 6 miles place a 10-inch lodge pole. North of west place another one 6 miles south at Abraham's Cross-roads and on the rock Jacob dreamed on. His ladder place the third, 6, 8 and 10 miles square; everything on a carpenter's square and miles are reduced to inches as a carpenter marks and fits the 10-mile ladder rafter for a 12-ft. house or a 10-mile ridge rafter. The Indian Pawnee Israel sees the angels ascend and descend as did Israel, because his face faces the true Jerusalem with his spinal column beneath the angel ladder. He sees white Indian angels in all white forms ascending, while black angels in all forms are descending. There goes Indian up with his feather on God's side of the plumb line or left hip. He jumps from one side to the other as his spirrel tail guides him, like a helm to a ship or a tail to a torpedo, eagle or aeroplane. Why does he jump thus like "Moses' grasshoppers?" Because he eats them "clean things" like the clean cud chewing and triangular hoof splitting buffalo.

He is now on his road to heaven and will rise through this giant buffalo skull. At the smoke hole Christ has pierced the clouds overhead with. If God took up the cloud of witnesses from over Jerusalem of the Jews, He has been ever the same to Esaus descendants.

COVER. PEACE TENT OVER JERUSALEM.

This Family marriage tree is copied from Australian mythology, and strictly followed there. Abraham followed it in marrying Sarah, if our author's suggestion is correct. We know it was adultery and death for a Jew to marry an uncircumcised Gentile. "What are ye not the temple of God?"

At Bethel or Us, Abraham kept travelers and charged them nothing, and when they thanked him, He pointed up and told them to thank God, as he was only a servant of the True God.

Zacheus is up in our snow-white sycamore, with three tales too short to even reach the Smoke Hole, let alone the Pleiades. With a four-fold heart geneology loops he descends and dines with Christ, and the Pleaides Borneo universal brood at the center of the universe of his own "household," to which salvation had come on this everlasting day.

Individuals, households, nations and universes are all analyzed by the common School Globe pattern, Skeletons, Vestures, &c., &c

Gen. 27, 40: Thou shalt break his yoke from off thy neck

MECHANICAL CHRISTIAN UNION BY A TENT PEACE LODGE OVER JERUSALEM.

This is like a clap of thunder from a clear sky in Christians' minds, as well as Jews, Mohammed or prophet led people. They knew the Bible talked of skeletons, bones, vestures and such mechanical forms of speech. They read of tabernacle patterns, "rock cut from mount, arms and beam from wall answering it. They read of "the earth being full of the knowledge of the God as the waters cover the deep." They read of Lion and Lamb lying down together and a child leading them." These and many more Bible texts were visionary, poetical and unexplainable.

The knowledge of these things were the secrets belonging to God's and not in man's sphere of knowledge. Man knew nothing of the future state after the first vale of death of body. All was blank and trusted to an unknown and an unknowable God

To put the whole house together and map the universe from origin to destiny with these skeleton rocks and vesture signs was worse than madness to the Church fathers, theology and science alike

It stretched Christ's official agency from Jerusalem's temple in Palestine to Jerusalem not made by hands in three days. This belonged to Eternal daytime. People took up stones to stone Christ for blasphemy and making Himself equal with God. So people thought to stone the interpretations of science and the Bible maps of Hell, Paradise, God and Christ's Kingdoms, separated from Eden's Sheepfold Gate at D.

So our first maps were burned in effigy. Our maps of death, Hell and the grave gave all a death rattle in their throats. They seemed to have met their angle right in sight of Christ's unbroken skeleton. All nature recoiled.

Then to ask all Christendom to come back to Jerusalem and make peace with Esau like Jacob of old did, was an insult to all good people of "God's Chosen Flock."

To think of smoking the Indian's "Peace Pipe" right under Jacob's Ladder, with Buck Indian angels going up to heaven before 12-hour Christians, is to humble us all.

In this Smoke Hole Raven's feathers all turned black, of course.

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"Mine will be, too, if God ties me there by the laws of limitations.

How strange to think of crossing ourselves like Pawnee Indians and send the first smoke up through the clouds that Christ pierces, and then call it Tirama's Smoke Hole! .

The next puff to his "mother earth that he lets us live on." Then to the four winds of heaven, where they have all assembled from to go to heaven, all the one way. That is the needles and that is the "Sheep Fold gate where Tirawa calls his sheep and bids us follow to large pasture, where "there is a living" for both flocks of sheep.

"I, if I be lifted up, will draw all men unto me."

"I was not sent but unto the lost sheep of the house of Israel."

"Other sheep have I. These I will bring with me.

They shall come from the east, west, north and south, and sit down with Abraham, Isaac and Jacob, and you shall be cast out.

360° of their hearts were "whiter than snow" and their characters were "clearer than crystal." "No law," "no transgression." This is Christian union by God's plan. Can man accept it? Will God change it? Can man change it? If not, then let us have a League of Nations assembled under this Jerusalem Peace Tepee. Give and receive all nations as brethren in a League of Nations, remembering we alway have "the poor with us." In our own physical, political and national bodies. This is equality in Church union by God and man's measuring reed—the snowflake. "According to the measure of man so is that of the angels."

But there is another reason for this Indian angel hopping like a grasshopper and jumping from one side to the other. He has to pass the Black Raven with his sun box in hand. And if you look close you will see Black Raven's flashlight in White Indian's face, just before he hops on the sun box or over Black Raven's back.

Black Raven had silver plumage, but like the devil he was caught and tied in the smoke hole of limitation till his feathers have been black ever since. That is why he has been a bad omen. It was he in the form of Oden with his Hammer that controlles the lightning as well as the sunlight in the Frost Giant's country of Alaska, Norway and Iceland.

He has to descend to earth, heaven or hell below the surface of rebirth in animal or feathered tribes.

He goes down to earth heaven below Jerusalem that Miss Rising Sun from Tokio will describe to the children later.

All have heard so much recently about The New Jerusalem Free State. It is not necessary to stop to describe. Our Union Lodge covers all of the two brothers' farms and threshing floors that Jesus cleans with His "fan" scourge of cords." See Chart 8.

We now enter the south temple doors and pass out to the north. Ezek.

Children now make a grave in your [illegible]box and bury the rich mans mansion. Then around his grave draw the honey bees all in your sand rocks. Now at each point of the snowflake place a brother man with drawn swords to protect Divases' grave. Bring four angels to carry Lazareth's body to hell south, where the "worm drieth not and the fire is not quenched." All medicine men get your sacred bundle of six sticks and tattoo 12 dots for buffalo scuils, Jordan's flooded rocks, &c., around your ears. Dress in sack cloth and mud, which is the Indian's sign for a doctor. Humble yourself and tell us why you doctors in your apothecary prescriptions use the bee cell form to write your chemical prescriptions on? You seem to connect the 6 out points of the snowflake like Divases' lament from the dead in a natural way like the bee cup. But your "honey in the rock" signs are not sweet.

It did not pour oil into this dog of a Jewish Esau brother that died at your rich man's gate of opportunity.

Indian Esau's eyes are not clouded. He saw war chariots in the clouds helping Titus' army destroy your city A. D. 70. He sees Divis' angel spirit down in Japan under heaven and hell like No. 5-H.

Humble yourselves like a true Indian doctor. Lay your head on David's tomb with face south to the 8-mile tree of life, portrayed in the Grave Chart 3.

Call Central and have her connect you with Christ's new rock town and call Lazareth to the phone Hello! Yes; who is this? Divas; Well, this is Lazarus. I did not expect to hear from you so soon after death. How is it with you since you left the material body before the grand funeral? Did you see your own funeral turn out?

Yes, but I am in torment and want to talk to Christ.

Very good. I will give Him the receiver, because He is always here. Good-bye.

Is this you, Christ? Yes. Will you send Lazareth back to warn my five brothers not to come to this place of torment? Oh! they have Moses and the prophets to warn them. D.—They will not believe them, but they will believe if one arose from the dead and told them. No; they will not, for it has been 1919 years since I arose and warned them. They are a stiff-necked, dual purpose set that pull away the shoulders. But the wrath of man shall praise me and every knee shall bow to me as yours do now.

Look at my Easau flock of sheep that have come to Jerusalem and stretched forth my Great Christian Union Lodge. O Christ, pray send Lazareth to dip the tips of his fingers in water to cool my tongue.

Christ—Hellow, Jerusalem! Long distance, central. Yes, here is Divas (many), who wants her husband, Beelzebub.

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(Long distance, Hell center)—Is this Hell Central? Yes. Give us the Great Chief. One of his wives wants to talk to him from Gehenna. All right; I have rung him. Hello! This is Beelzebub's central office. Where is the Great Chief? He is too busy to be bothered, since the Kaiser called four years ago. Who are you? I am Miss Divas, his bride. Who are you? I am Haman, the Second, that governs the 10 lost tribes of Israel in purgatory.

Oh! yes; I see you got hung on your father's gallows, 50 cubits high—y-e-s. Would you mind telling me how you got hung? No. I was hung in effigy at the Pleides center. H.—Oh! yes; I see you were Beelzebub's seventh bride, while I was his tent cock-crower over you. Say, have you a triangular shoulder blade there, well burnt? Yes; everything is burnt here and I am naked. Yes; where must I look for your astrologer's sign on it? Mine is very legible, pointing to the fool's heart on the outside of the shoulder blade. When I married Mr. Divas (Beelzebub) I did bull things around, but Oh, my! I am burning red hot, like my shoulder blade a crack wide open; but before you leave tell me where to see your power of control on my shoulder blade burnt wand. Oh! yes. Yours is on the east side of the Bull in the heavens, and you see it on lucky days twice a year through Indian's "hole in the sky" above Jerusalem's union wigwam. Now mine is on the inside of the shoulder blade, just opposite. This is the reason our bridegroom could hide so many foolish brides. They were not seen by scholars till the Indian's yoke promise by blind Isaac was fulfilled. This shoots the beam from the wall out of our own eyes and allows us to extract the mote from our 6 or 9 scientific brothers. The rocks from the wall answer it and fall on our own vain proud heads. Beelzebub knows his days are numbered at the little season beyond the malenial circles of 1,000 years.

Then he and the God agree that the rocks and hills will fall on our dirty characters and our spirit and soul as the moth and rust leaves it will be given to the man with 10 talents.

Oh! why should we thus be annihilated? Oh! that we had prayed in time.

"Lord, remember me when Thou comest into Thy Kingdom." This day (everlasting spiritual day) we see him in Abraham's bosom. Good-bye, Miss Divas and Miss Haman. Ring off, and pay your bills.

What is it? Ten lost souls or all you have, Miss Haman Bull. And mine Jerusalem central. Seven lost souls, Miss Divas Bull, outside of heaven?

Hello, Jerusalem Central; who keeps your office? I am Miss Cherry Blossom, right from Tokio. Who are you? I am Indian thief that railed on Christ on the cross, and want to pay Miss Bull Haman's bill and Miss Divas' along with my own.

You all sold yourself to Beelzebub. We have no business account and "know you not."

Hello, Children! Who is this at your telephone office? This is Miss Bell, 12 years old, daughter of Jason, that Christ raised from the dead. I am now Isis, queen of the Mikado.

Would you please read us a selection from the Oracles? With pleasure, as I like our heathen Bible quite as well as yours. I read from the Oracle of Itsukushima in Aki: "Of old the people of my country knew not my name. Therefore, I was born into the visible and endured a base existence. In high heaven I am the Deity of the sun. In mid-sky I show my doings. I hide in the great earth and produce all things.

In the midst of the ocean (of salt) I am the eight Dragon Kings (of power) and my power pervades the four seas (2—at compass points).

If the poorest of mankind comes here once for worship, show me their faces and declare their wishes within 7 days, fourteen days, twenty-one days, or it may be three years, or seven years, according to the person and the importance of his prayer. I will surely grant his heart's desire. But the wicked of heart must not apply to me. Those who do not abandon mercy will not be abandoned by me."

Miss Apache, of Pawnee, Nebraska, will now show us Raven's Sun Box cube, "containing sunlight." It has six square holes patterned after minerologists' cube and Apache's Animal heaven, where the animals at one time were all pent up till we almost starved. Then the gods of control opened all six doors at once. The eagle got out at the top first; the mouse at the bottom; then the four side doors, like your temple here, we came through.

We also dress these six door animal signs in six colors and have images as you have here in the sand, but when we change these to solid geometry we hang the totem image on the sun box door and give out a little light. The eventh totem is a prayer image and we dress it in blue cottonwood, glow worms or firebugs in season, so it shines like Moses' face did at night. I was the seventh wife of our great chief. The others, four of them were killed by the Mexicans. He escaped and burned all their lodges and property because we know then that we are not glad our friends are dead. Christians and Jews burn theirs in the court houses. We on the plains. We no fuss over our dead mans' bones or sell our father's graves. Then I be great Chief's squaw, cause I love him more than his things—money you call it.

Miss You-ca-tan will explain from her west corner of Jerusalem.

I, too, have a cubical box and want you to stretch your tent cords to Joppey, where Peter the tanner had his tabernacle vats under his house. In this box vat we tan our hides to make them last 40 years like Israelites did in the wilderness.

We believe Father Esau had Adam's clothes Christ made in Eden. He had left them at home when

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he went hunting and Great Squaw stole them for white brother Jacob to get the written law of blessing inheritance.

Father Esau became humbled, but now we rejoice to know we have kept the law in our minds from Hagar and Ismael's circumcision at 13 years old. Thirteen full moons are on our sun dial here above our tanner's vat. Four of these binding of year-make 52 for our Jubilee year; 12 of these year signs yoke across the center of the circle and cube alike The other is the golden wedge by which God controls the earth like we do an apple with our arrow head inserted to the core and a string attached

The head of this wedge covers 45 acres at Titicaca, Chili, where your Christ and sister came down and gave us corn from heaven and taught us how to raise it. This is where we got our pedigreed seed corn from, as we would have you believe. I am so glad your God's like ours, are going to test our plan and Moses' 10-year horticulture on this Mount of Ascension and Descention. They will sure get three crops the sixth year and all can rest the seventh.

Miss Pharow from the South will bring her cube. This is a rock spirit and before it was petrified it hissed like a duck and was your letter Z, open at both ends We have no snakes in Egypt. Moses is our prophet. He understood how to get out of our darkness that is felt all over the world. Mercurious taught him geometry and he numbered the Seventh plagues of hale aright. The seven years of snowflakes, floods in the Nile from the mountains of the moon signs, taught him how Joseph the eleventh Sun line of the Zodiac cube, husbanded the 7 years of plenty to make the corn last for 14 years of rainbow signs. The 7 plagu was in solid "Ise" center of control as in the Japanese "Ise." This center controls as the hub center of everything. I am standing out of myself in ecstasy at seeing Indian mythology and Egyptian geometry united in this Peace Pipe Smoke and read Indian Powwow The triangular blood signs are typical of Christ's blood of protection. The red man also has the typical vigorous color of Moses red heiffer.

The triangular tenth plague (Chart 3) kills cattle and older sons alike. Levit. 26-26. Ten women bak all the yeast germs out of bread as 10 men out of all languages take hold of this Jewish circle as if representing the 10 lost tribes.

All return to Jerusalem under this Christian unio tent, which is one half of our buckwheat over all belonging to our school globe, enlarged and patterned after our Egyptian pyramids. Moses taught the destruction of material by burning the remnants after supper and by carrying the mixed dough out uleavened by dual purpose bacteria germs. We carry out characters out of a material world on our backs as they did the staff of life. God had taught him on holy ground at the burning bush what was asbestos, like the Hebrew children's clothes. This character must go naked before God, so "Take off thy shoes," children, for the "place where" we stand today is also "holy ground." It is true Elijah ascended in a chariot of [redacted] He was caught up to be changed in the twinkle of an eye "The mortal must put on immortal." There is no revelations of fire beyond our smoke hole in the sky, where all must pass. Moses taught this and heathen observed the law and extinguished the fire once a year as we do here in our kindergarten sand box, mentally get out of God's material world and take these snapshot views. Help, then, to teach an unchangeable God by an unchangeable pattern

ASTRONOMY BY THE NEW SCHOOL GLOBE. HOW WOULD IT APPLY? WHAT ADVANTAGE WOULD BE GAINED?

Let us make some applications and then practical men can correct what they see not practical. We are no professional expert, but see no reason why the following is not a better basic outline and should be adapted. The trouble is writers and teachers jump from one point to another, like Moses' grasshoppers, until they are hard to track and locate the environments when found, speaking of different stars. With three right angle circles across the disk of the sky, we have the poles and four Royal Stars—Formalhant, Regulus, Antares and Aldelbaran—crossed by the three circles at 6 definite places. This recognized ancient astronomy in a mechanical way.

The twelve signs of a circle and a cube and sphere universe are then to be contrasted from plain to solid geometry.

When we know our three hoop snakes originated in water or one of these four rivers of life, then with tails in their mouths, we bound the universe with 360 of each combined.

When the first offspring of reproduction doubles our number, we have 6 instead of 3. When they unjoint in the middle, we have twelve snake signs. These located and yoked across a center in a clock face, give twelve hour signs of a circle or other names agreeing with our cube, 12 diamond flags, as we wish to apply to 90°.

The earth turns over all in 24 hours. Our 8 corners are 45° from all six scientific crosses.

These are yoked to the hub center by the three snowflake diameters 90° apart. Connecting our cub by our three bands of snake signs, we have the heart of the snake covering minerologists' diamond flags 45 from all our 14 points, yoked together by 6 diameter of the cube. These diamonds or triangular pieces of glass either of them cast the 7 rays of the rainbow like water spheres. These also have mechanical definite outline from a common center of control. This in the first signs of the Zodiac, yoked mail fish of the north with female of the south, and the reproduction in next

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generation is plainly shown in the "knot center" between on the ribbon attached to each loin

The heavenly sea in the south contains the *flying horse, dolphin, whale* and other sea forms

These with the *hind parts hid* or changed into fish or sea serpents, nymphs, &c., represent our own and all animal life in plotoplasm *nine months*, more or less, before we were severed from the *navel mother of earthly cord* existence. We drown in a sea of water after birth as the fish does in air. Before both lived in a sea of water all around.

Noah's Ark stranded on a rock with two stories seen above water line, is located here also, close to Noah's dove.

These are some of the mysteries Revelations of Geometry clear up. Astronomy has much to say about the culmination of the Pleiades. Every 52 years in Peren and other parts of the heathen world all celebrated this Noah's flood catastrophe in November.

November 17 is May 17 in Peru and south of the Equator, and is celebrated.

French lunch on the graves of the dead and peasants call them a mosquito net, and the Finns a sieve

MATHEMATICAL EXAMPLES FOR PRACTICE.

What per cent numbers on our ball covered by Chart 3 represents the one, two and five talented man?

Have the child turn the ball and point as he answers.

What per cent was the woman's lost piece of silver to her share?

If the five yoke of cattle proved good and sold for 1,000 dollars, what would the man's wife sell for to be in the same proportion as the two talented man?

What must the man's land sell for by Ananias and Sophia to represent one talented man that went to see it instead of the great supper?

If Christ was sold for thirty pieces of silver, what then did Ananias and Sophia sell their souls for?

If the woman's two mites saved her soul, find the per cent of loss to Ananias.

If the widow's soul ascended from No. to Chart, 3 to D, and the hundredth lost sheep went by the zenith, or line of right ascension, use the square or protracters and locate the lost sheep.

How many crops would our three farmers reap in May of the eight years if their Lord then settled with them and did not let them pull down and build new barns?

If the five talented man had 50 barrels of apples on the fifth year, what would they be on the 6th year? If he "opened his hand wide to the poor" and gave away 50 per cent, what would the other 75 barrels at 9 dollars bring?

If we looked around all eight corners of a cubical earth, where would we look for Dante's ninth Inferno circle? Divide the earth's radius by nine and give the diameter in miles.

A pie cut by three diameters has 6 points all to one center. How many points does three cuts of an apple make 90 degrees apart at the center? Which will best represent both forms of Noah's family in the flood of mineral ages, of affinity and evolution?

If we mentally erect a great lodge over Jerusalem 15 miles high and Peter is in the center of the tanner's housetop, 30 miles from Jerusalem, what is the hypothenuse by the way angels or the birds fly to Christ's "hole in the sky?"

If the house is Moses' tabernacle, size in No. 2, Chart 1, how far is Peter from either angel that holds the corners of the animal sheet?

What will be the distance if it is as large as Solomon's Temple, No. 2?

What is the diagonal from Z to upper corner of 6 in either form? Also, the length of the *Social Gulf* in No. 5?

THE NORTH POLE CENTER OF CONTROL.

This center of control had been taught for ages before God chose Judah's Jerusalem in the heart of the Lion in Israel and in the heavens also. Read the following from Star Love of All Ages, while holding Chart 3 with the pointer stars in the heavens on the plumb line. Poise the balance on this plumb line also. A feather on each each balances. The eleventh labour of Hercules was to procure Golden Apples from Hesperides.

"Right hand Pivot points to the north pole of the ecliptic."

"Judge of Heaven," "High honored One," "Proclaimer of Light" (I am the light of the world), "High one of the encloser of life," "The Favorable Judge," "The Life of Heaven," "The prosperous Judge," "The Crown of Heaven"

To the Arabs the stars around the north pole were a shepherd with a herd of sheep, camels and goats near Cyphens, Cassiopia or Lady of Corn, and Virgo was called the Maid of the Harvest, with their emblem or first fruits of the harvest in (God's Hand on the left). These scientific positions are pertinent here, as well as the 5 virgins in Chart 3.

The Esquiman stone lamp supported by three stone star signs, belong also.

The Egyptians called Amon "the Lord of the Head."

Rig Veda had the first lunar station here in Castor and Pallux, The Twin Stars.

The April sign in Peru was an Ax and referred to the harvest and reaping of crops (South of the Equator).

Chines white sheep.

Shepherd of the Life of Heaven, Keeper of Heaven and 13 Lunar Stations of India

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The northern gate of the Sun, on page 75 Bootes, is St. Silvester with Catholics. The Prophet Amos, by Caesins. The Great Shepherd and Harvester of Souls by Dr. Seiss. On the Euphrates star list, Sibzianna is translated "Shepherd of the Life of Heaven." These and many more ancient descriptions convince the writer's diagrams true in the Diamond's Flash of Revelations. The Heavens declare the Glory of God thus manifested.

P. 307: Galaxy or Milky Way.
"Jacob's Road," Germans.
"St. James' Road," French peasants.
"Path to Valhalla," Norsemen.
"Winter Street," Sweden.
"Silver or Celestial River," Japan and China.
"Path of White Ashes," Esquimaux.
"Fire smoke of an Ancient Race," Australians.
"Neck of the Sky," by Zulus and Dutch.
"The Path to Elyssium," by Hindus.
"The Path of Noah's Ark," by Punjab
"The Path of the Snake," in North India.
The poles are in Coma and Cetus.
The Accadians imagined it to be a "Great Serpent, and the River of the Divine Lady."

PLEIADES.

The Iroquois Indian boy that got home sick in the sky was the lost chick in Malay's mythology. This chick made his invisiable mother very angry by descending to earth and getting something to eat. This again is duplicated by Christ weeping over Jerusalem. "Oh! Jerusalem, Jerusalem! how oft would I have gathered you as a hen gathers her chickens under her wings, but ye would not. Your house is left unto you desolate." No wonder "the Borneo hen got mad and threatened to destroy the chickens and men on the earth." Fortunately, Orion the Mighty Hunter, saved the people."

"When the Pleiades are invisible the hen broods her chicks." "When seen the cuckoo calls." Chart 4, cover.

By one story it was Electra, mother of Dardanus, the founder of Troy, that hid her face from the city's destruction. Paraquay Abipones Indians were descended from the Pleiades and their grandmother was sick when not visible.

"Munder says the Babylonian seals and cylinders engraved them."

They were the seven daughters of Atlas the giant, that bears the world on his shoulders, and the Nymph Pleione."

Japanese, Hindues, Azteks, Persians celebrated this festival of the dead or "death angel," while Noah was delivered and the Hebrews alone celebrated deliverance with joy.

Japan's "Feast of Lanters" and Hindo Agrin or flame of fire (7 colors), with Egyptian three days' feast, commencing on the midnight culmination, are other mentioned incidents by the author.

They were called the Great Towns of the Ecliptic. "Job's Kinah or cluster or heap (God) maketh Arcturns Orion, and the Pleiades and chambers of the South.

SOCIAL CHANGES.

In case the New School Globe was admitted, what would be the effect?

It is easily seen that all are on an equality before God in the grave.

Servant and master, vassal and king side by side he withering. Character that can be glorified and not disturb the everlasting Spirit realm is all that is helped by Christ over and beyond His material creation With this exception Revelations of Geometry brings all to one level, like the grave; King and priest, rich and poor, high and low, master and slave, are all of one dimension, like universe and ion. Like the condor and the sparrow, the snake and the worm, of one, two or three dimensions, united in 360.

The Kindergarten measurements have no respects to pay to capital or labor. The author has a few suggestions for all. Quit paying interest on public debts and improvements. Bond your local city or town and deposit these bonds in Washington. Pay one-tenth of them every year and be out of debt in 10 years. The government then can issue you all the currency you need. When the laboring classes demand this capital, can get all the money needed at lower rates.

When you destroy interest this far you have hit the lords of creation a hard blow. Chartered privileges and land titles should be returned to the people every 50 years, similar to what the Jews practiced. Moses forbade interest. The first Church sold their possessions and had things common like we see through geometry and in the grave.

I am my brother's keeper and should prefer or push him before me and not make him to be my slave I should be his willing servant and when he is thus treated he will be mine. When we all can eat from the public crib, we will take no thought for the morrow. The morrow will take its own burdens. Then we will always be pure and sweet, when sowing and reaping without care as the Lily and Solomon dressed in glory or a character God will glorify. We will need no insurance companies. God pays all alike

DEATHS.

The destinction clearly taught between first and second death shows clearly a heaven to gain and a hell to shun. Just as we avoid offending a dear friend, so all will respect God. Just as we wilfully offend a friend by having our own way, so do we offend Christ Then we are dead in tresspasses and sins to both. It takes two to make a bargain and two to settle a fuss, while three makes a trinity. Where two meet to-

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gether and settle a fuss, God is the third life-giving agency, as He was with Abraham and Sarah at the fulness of [illegible]ess, promises and time at 100, Chart 2.

WOOD SPIRITS.

Some people do not believe in Spirits. Others see or believe in spirits in everything, like rocks and trees. Other names than "ghosts," "witches," and the like are substituted. Santy Claus and Faries are thought more "refined" and up to date (?)

We would have you think of a salt witch that pulls by four corners. Yes, by four diameters, or 8 witches, considered all pulling from one hub center, when the first grain of salt is formed in mid-ocean or in the midst of a boiling salt brine vat. Then, when you think of these 8 witches all at work, add six more witches pressing in the sides of this cube

Now read Paul's address to the Greeks in Acts, telling them about the unknown God they worship ignorantly, "Who is not far off with their poets alone; "for in Him we move and have our being."

If, then, salt is the preserving power of the earth, how long will he let our 14 witches live? When he can take the breath of life out of us any time, cannot he destroy you and me along with the 14 salt witches? Where does all power come from? We locate it all spiritually over Jerusalem; all mentally over the north pole of earth, sun and universe. Centrally we locate it hovered over the Borneo Pleiades universal brood of sick chickens, corresponding to the six outpoints of our snowflake, where Zacheus' four-fold heart and pedigreed four-fold tale reaches. See front page cut Christ dined with Zacheus and gathered his saved household together in Physical time

Christ draws it up through the Smoke Hole gate into eternal day, while the Jewish House hold he could boast off was left desolate.

Now our fourteen witches in rock salt or loaf sugar and the like forms that are formed by nature's God are duplicated in our universal school globe because we have both forms in organic and inorganic. Kingdoms of nature, like the buckwheat grains and rice. This is why the prophet speaks of rocks crying out and a beam from the wall answering it (or to its six faces).

Illustrations: Suppose we take a beam or green log and hew it square. Then cut it in two and place both cut ends above ground a little. The first block or beam is set by the surveyors' compass north and south; the next one is at our 45 degrees angle. That is the corners are at 6 and 12 on our clock face when our prime meridian is on both. If we leave a little bark on at corners nature will make a better showing. When the drying sun power splits both 45 degrees from the common center we call these wood spirits instead of salt witches, all working by mechanical rule around our Universal School Globe center. Throwing our three right-angle circles over them to let the child see. The timber expert to destroy these wood sprits resorts to paint or bores out the center. Diamond dealers to keep their diamonds from cracking in transit from Boer mines in Africa to England ship them in potatoes. Now our contention is that God controls all from a Hub center axis or axletree.

This axis, taught by ancients as a giant World Tree, is attested to by many far-separated nations Before giving examples, let us preface or observe all authors assure that the present is the best. That is to say they all differ from the author's views. They believe man sprang from a monkey or ape. We believe he descended from God's giants and degenerated Some men know much less than others in all ages Because science sees a cell or bone in a frog or a monkey mechanically formed like that in our own bodies, is no proof that there is no impassable evolution vales that speak like Balaam's dumb brute and say the angel of death is in the way. "Thou shalt go no farther." Again they try to connect tree worship with vegetable life. In doing so they take no notice that all life commences in water or plotoplasm, whether tree, vegetable, animal or human life. This is our universal base Then they would connect harvest feast with Pleiades culmination without noticing November 17 and May 17 are on the same meridian. Yet harvest north of the Equator is six months earlier than in Sout h.America and the Antipodes.

This puts Jewish harvest in May 51. On November in the Aztec calendar of years. By Aztec revelations the world continued for 52 years more when the Pleiades zenith was passed. That is to say, Noah's flood destroyed the earth by water on that day and God was going to destroy it by fire at this Jubilee "bundle of years."

Six months' difference of time coming on the same moment and same parallel, is plain by this mechanical demonstration. You may think of a better one. Taking two cubes from our beams, stretch a black and white pennant from pole to pole, the black representing night and white sunlight.

Now on the other cube unite them on the Equator and they represent summer and winter six months apart.

Many other discrepancies may be solved in a similar mechanical way It is generally agreed that there was a common source of revelations to all mankind Either natural, oral or written, all derived as from the one source, center of control—The Zodiac

In Peru they thought the world was coming to an end and sacrificed humans.

The lost Pleiades is much talked of and all but one star can claim the title, I believe. This has been found by minerologists and placed aright in the center of the triangle of trigonometry on the snowflake cen-

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ter. See inner triangle duplicated in Charts 3 & 4. These men are not aware of their own Key to the universe when they went on the mountains of Sinai like Moses and brought it down and directed Israel to camp around it as they do the twelve sister families of minerals in plain and solid geometry.

These twelve flooded stones from Jordon are used as a monument by our modern Joshuas. They, too, engraved the seven Pleiades on one stone as "the seven eyes of the Lord that go to and fro through the earth," patterned after the three diameters of the snowflake 60 or 90° apart. Six cities of refuge on either side of this mineral Jordon flood are seen in the 6 diameters or yokes to Christ's missionaries companies. He sent them two and two to give refuge to all that would flee for safety. These are the 12 diamond signs.

The Hebrews believed Adam saw the earth and stars dance before them when in Eden. That was when the devil was tempting them and they had their backs to his throne at A.

Images in Eden Chart 1 will speak louder than words and illustrate till all can understand.

Having, then, these definite outlines on our School Globe and celestial maps, the learner's mind follows the teacher's.

The writer claims these forms were taught Adam by Christ or God, who walked and talked together as teacher and pupil.

The evidences are many from varied sources. We wish to name and refer to a few as space will permit. Man has degenerated and forgotten much since he turned his back to his Maker.

In Nine Worlds of Stories, from Norse Mythology, by Mary E. Litchfield, Ginn Co., we have a world serpent. We quote from pages 107 and 108:

"Asa Thor, I owe myself beating Utagard Loki. When you lifted from the ground one paw of my cat, you were in reality raising the great Midgard serpent that encircles the earth. And you raised him so high that you nearly pulled his tail out of his mouth. We feared the foundations of Jotunheim would be shaken."

"You are a mighty giant Asa Thor, and I will take good care that you shall never find the giant's country again."

109: "Tyr, who stood near, turned to Thor and said, My father, the fierce giant Hymir dwells near heaven's end."

"He owns a caldron a mile deep (a cube). We can get it. My goats are ready, said Thor, and I long to see Jotunheim again. If I can meet the Midgard serpent on the journey, I will pay him well for deceiving me, as he did at Utgard—Loki's—making me lift him for a cat."

113: "They started out in Hymir's boat. It is child's play to fish so near shore, said Thor. When they were in the middle of the ocean the [illegible] threw his line and drew up two whales with one bait.

Thor then took out his strong slender line. He fastened the gory head of the black ox firmly to the hook. Down below, where the whales sport, went the bait.

There lay the "earth-encircler, the giant serpent of the deep. For years he had lain in the quiet of the deep sea with tail down his throat, waiting with slow-burning hatred for the time of vengeance, the Twilight of the Gods."

"Thor had secured a most tempting bait. The third time it came, the serpent pulled his tail from his mouth and swallowed hook and bait. Then the struggle commenced.

Thor grasped him in his arms. Compare this with the Serpent Bearer in the heavens as described by Star, Love of All Ages, on page 266, by W. T. Alcott.

Now, the mile-deep kettle is a unitarian cube and the world Serpent is a changeable sign, as illustrated by one or more hoop snakes or circles of 360° each. We would teach an unchangeable God of First Cause by an unchangeable pattern. Change your signs, but never change your 360°, 6 faces, 8 corners and 12 signs of the Zodiac. Take God's snap-shot view of these three forms of the universe with one hub center for all. Then speak like they do, alaways a unitarian language to all tongues and peoples alike. This is the object lesson taught to Israel when praying with their faces towards Jerusalem, where God recorded His name in this dark star cube that now shines so bright as Thummin and Timmem, or Mineral Twin Sisters, from central cube split.

The Litchfred quotations show that a cat's paw was one-fourth of the Midgard serpent or 90 degrees of the circle of the earth.

"The fierce giant dwells near heaven's end," shows the universal application of all these scientific giants.

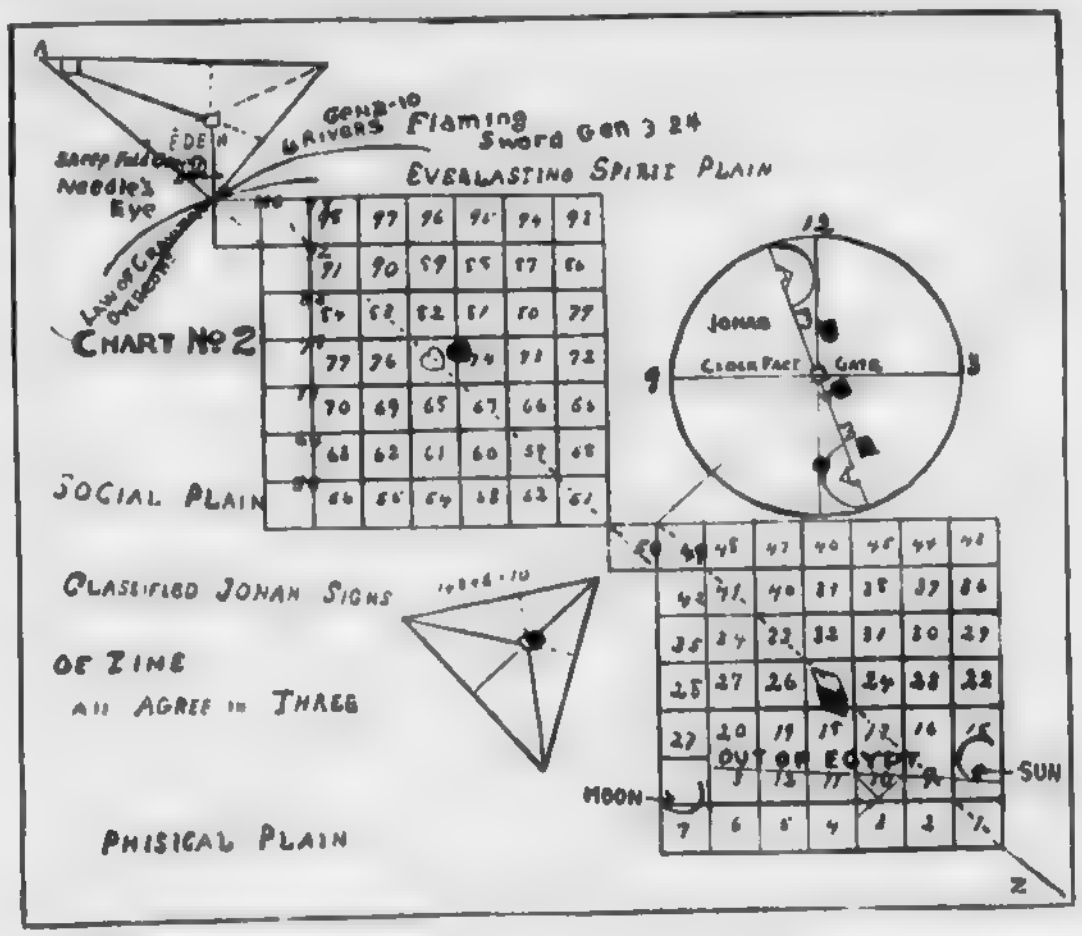
Jontenheim shaken by Thor, lifting the universal cat paw or 90 degrees of "the world encircled," shows that each has a universal outline like our school globe.

Our Bible tells us the shaking God is going to perform, too. When heaven and earth pass away there will be nothing left to measure.

But reduced in size these animals and snakes were all in Peter's sheet to mentally kill, eat and digest. See No. 3, Chart 1.

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part south of the equator and you have V, a triangle. How many triangles are formed by X? Dip your teddy bear's feet in ink, then your pet lamb's feet and place it on your X. Now make 8 dots or two squares one above and one below. Now draw a large figure 8 around all. With a mineral cube this is the corners from your side and my side. Or from man's side and God's side of the snapshop of the universe. To compare everything then with this unit of the whole we get at a hub center to think alike by pattern. Salvation from material destruction is of grace or the gift of God conditioned to the pure in heart that only shall see his face in peace and live in eternal day. We will now have a report of classes and if the small ones are attentive they will learn much more.

Class A on heathen mythology—We found on an engraved shell Moses' four rivers of life 45 degrees from the scientific cross, Pison, Gihon, Hiddekel and Euphrates. We also found India's fourfooted sacred white elephant with heart over cross in solid geometry. This is where we learned to change signs as the science of algebra came from India. X Y and Z stand for the three unknown quantities. Geography class, we had a light to represent the sun in the center of the table surrounded by an egg shaped ecliptic.

At 45 degrees we found four apple globes and revolved each one three times around because they were three months apart. Second geography class—We had 12 apples and turned them once a month each year represented because there are 12 signs in the circle and Zodiac.

Horticulture class—We conducted an experiment station in Indian corn and Moses' orchard rule. Over the sun we planted the Adam apple tree and the next four years each we planted on the four universal corners We cou'd reap no fruit for ourselves until the fifth year. Lev. 19-23. Three years was to circumcision fullness of time. The fourth (year glorified character) all was donated to him. The fifth year the topmost apple must be left for God's poor ref. We also experimented on Astcts sacred 8 sowed seed corn. This was on 45 acres at Vera Cruz, Chili. To top our corn and fertilize the silks with 10 or 12 sowed polen polluted our sacred seed corn given us by their God and forbidden by Moses in written kindergarten teaching. "Mixed seeds in your fields." We penetrated our best topmost apple by 3 diameters of the snowflake 90 degrees apart.

Blacksmith's Class—We joined 12 rods together forming the outlines of a cube with mineralogists 12 diamonds red flags. In these we placed 3 diameters with square red flags and four diameters with triangular flags.

Unitarian Language Class—We found the Chaldees letters formed after the Indians' arrow head or triangular.

The Hebrew alphabet formed squares as the dots. Alpha in Hebrew is the first letter and is formed by connecting diagonally upper left hand with lower right like the social gu'f in chart 1, No. 5, which Christ said cou'd not be passed when the rich man in hell cal'ed for water to cool his tongue after death.

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This A in Hebrew is our Z type to print with less the horizontal lines. In sound it resembles the hissing of a snake in the letter S and was a hissing duck in Egyptian alphabet.

Second Language Class—We found in the 119th Psalm each of the 22 letters in Hebrew repeated 8 times in each of the 22 sections. Mechanically we used 22 inch boards divided in 8 parts with a verse on each. But the best way was by 22 mineral cubes with a verse on each corner. I am Alpha and Omega in all these letters, verses and corners of Hebrew mineral language and you must be square with God and man. Z in Greek had two sounds and one heart, two hearts and one beat at marriage feasts. See 25 and 75 on ball cover by chart 2. This makes one center for both parents or the same axis in offspring. 2 equals 1 in each.

These three diameters are further reflected appel'a-tions in Hell for northwest and Ova'd and Jotuns frost giants and Oden's war father.

"Edda, the tangled garden or mind of nature laid bare," in unbroken skeletons of human and animal pa thology is shown in Eden's patterns restored to us. Zuni Indians and Apache animal corrals show 6 doors 90 degrees apart like mineralogists' square flag doors. They are further emphasized by different anima's and colors at each. The bald eagle goes out at the roof of this cube like Noah out of the Ark. The mo'e goes out below, the wildcat south, etc.

Some Indians like the Pawnees followed this formu'a in the peace pipe smoke. Puffing the first smoke to Ti-ra-wa past our topmost apple on the 5 year tree of life over the sun on our table Ecliptic towards our need'e's eye D, chart 1. The second smoke towards mother earth's navel center, then to the four cardinal points of the compass.

This is duplicated by Indra measuring four corner posts and putting up walls of the universe. See D. A. McKenzie, p. 10. "Nothing is excluded from these six broad faces (or cubes of the universe) This universe is the giant Purusha (man) and all that has been and shall be." One corner is hidden by the walls and one is on the plumb line as in chart 3.

Lev. 25, 8 to 10 and 26-11 all emphasize the tabernacle numbers by 7 Sabbaths of year to the square of 49 and 50 jubilee where the rams' horns proclaim jubilee on the tenth day of the seventh year, when they returned to their lost possessions.

() () () () ()= 36°

() () () () () 72

() () () () () 180°

Placing four dots in each one of our 30 circles we have the outlines of 30 universes by India's science. We place 36° of the talents of the one man Christ speaks of giving this to in his parable of the talents. One talent is cut then by 5 diameters.

Two talents are cut by 2½ diameters for the second man's and each piece is represented by 72° taken 10 times. The 5 talents cut by 180° or half moon circles for our lower large circles. When all double these talents all go to heaven like the woman taken to Tirawa, where the "two were grinding at the mill" of life. "One taken and one left." The first of our men are changed to virgin signs in the women.

Again the signs must be changed to virgin farmers; 10 years till pay day when all hear the "well done, thou good and faithful servants." Moses' horticulture rules in Levit. 19 are followed. The one talented man buys 10 ears of 10 rowed petigreed seed corn of the celestial breed from Vera Cruz, Chili. He plants a row each year except the seventh row when the land is to rest over the Sabbath. The two talents are all invested in grape vines. Five crops are sold in ten years; 3 are circumcised years. The fourth all goes as a peace offering to the Lord along with the Sabbath year.

Five talents are invested in apple trees and doubled in 5 crops, plus the Lord's one-tenth. "God is spirit and hath no formal parts," but these are the manifest formalities of "His hinder parts as seen by Moses and Pawnee disciples of Tirawa.

Christian Pharisees and Sadducees, you are Christ's man among thieves on the road from Jerusalem to Jericho—beaten and robbed. Let Christ pour in this mechanical oil into your wounds and take you back to Jerusalem hotel in his own and Indian eagles aeroplanes by which Enoch, the seventh from Adam and Christ, ascended to the seventh heaven through the "hole in the sky" at D. He pays your hotel bill when he returns to earth through your own smoke hole and Jerusalem's gate to heaven by your own line of "right ascension" through astronomical, physical and material heavens. One talent, two talents and five talents must all be doubled by a glorified character garment when the twelfth hour circle containing the buffalo skull sign gives you the man hired

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GOD'S PLAN. Man proposes, but God disposes by the pattern of Nature and Revelations.

The following outline of Bible reading is suggestive and should be followed by pointing to the enlarged charts and new school globe compplete. Follow the outline and description by pointing to charts as indicated. No one should object to the Bible description read while one points to the forms described. Avoid scientific analogies that lead to debate of offence. Use these in all Bible classes and day schools, etc. Enlarge the references. Use the box light in the 12 foot room. Change from plain to solid geometry as shown in 7 eyes and 10 horns III. Also by 12 arcs connecting corners of cube layer on a clock face of 12 signs, for Zodiac, throwing another circle over the poles of the earth. You are ready to supply the maps on to a cube box with 8 corners 45 degrees from pole. Rev. 22-16. I, Jesus, have sent my angel to testify these things in the churches. And he showed me a pure River of Life clear as crystal proceeding out of the Throne of God and the Lamb (at A).

Gen. 2-10—And a river went out of Eden to water the garden and from thence it was parted in four heads (at D axis).

3-24—And He placed at the east of the Garden of Eden cherubim and a flaming sword (of gravitation) which turned every way to keep the way of the tree of (everlasting) life.

Mythology engravings name these rivers at 45 degrees from the four cardinal points on the cube corners of the earth.

Rev. 7-1—I saw four angels stand on the 4 corners of the earth.

Mark 14-48—I will destroy this temple (3 and 5) made by hands and within 3 days I will build another made without hands (above A).

62—Ye shall see the Son of Man sitting (in 6) on the right hand (illustrate by doll image at 7) of power and coming in the clouds of heaven. (This is Stevens valerent.) I see the heavens opened and the Son of Man standing on the right hand of God (No. 6).

When the image of God is placed at A. I. read of Moses seeing God's hinder parts when all the universe is on his right 1, A of God (thus) manifested made he man (pointing to all). We have a building of God, a house not made by hands (in) eternal (day) in the heavens (above A). "We know not the form we then shall wear." Spirits take any form they like beyond all formalities. We cannot confine spirit to form, so the second commandment "Thou shalt make no images" (on A). "What man by taking thought can add one cubit unto his stature." Let the thoughtful one that scoffs at the patterns try his hand fitting the sparrow to correspond to two or four elevations. He will have to deduct heart love or head center or double one of them. Baalams ass horizontally also shows the angel of limitation in his voice as well as skeleton. God says to man and ocean, "Thus far shalt thou go and no farther."

Rev. 21-16—(This is John's holy cubical city). The [illegible] width of it [illegible]

Habak 2-2—Write the vision and make it plain upon tablets that he may run that readeth it.

3—For the vision is yet for an appointed time (1919), but at the end it shall speak and not lie. Though it tarry wait for it, because it will surely come; it will not tarry.

11—For the stone shall cry out of the w[illegible] and a beam out of the timber (cube) shall answer it.

14—For the earth shall be filled with the knowledge of the glory of the Lord as the waters cover the deep.

Zephas 3-9—For then will I turn to the people a pure language (universal) that they may serve him with one consent.

11—And thou (Christians and Jews) shall no more be haughty because of my holy mountain (No. 6).

12—I will also leave in the midst of thee an afflicted poor people that they shall trust in the name of the Lord

Habak 2-16—Drink thou and let thy foreskin be uncovered. The cup of the Lord's right hand (III) shall be turned unto thee and shameful spewing shall be on thy glory. "He stood and measured the earth." The sun and moon stood still. Nahum 1-13. I will afflict thee no more, for now will I break the yoke (of material servitude on earth) from off thee and will burst thy bonds in sunder.

15—Behold, on the mountains the (skeletons) feet of him that bringeth good tidings, that publishes peace (by skeleton frame work made) "according to all thou wast shown on the holy mountain."

Amos 7-8—What seest thou? Then said the Lord, Behold, I will set a plumb line in the midst of my people Israel (III).

Hosea—In the place where it was said unto them (heathen) ye are not my people, there it shall be said unto them, ye are the sons of the living God.

Hosea 14-15—I will allure her (the true Israel) into the wilderness and give her a vineyard from thence and the Valley of Acher (in Canaan and in the wedge wheel of Israel II) for a door of hope.

Lam. 4-2—Under his shadow we shall live among the heathen.

7—Her Nazarites were purer than snow (III at 7 eyes). They were whiter than milk. They were more ruddy in body than rubies. Their polishing was of sapphire (360 degrees of heathen hearts).

42—The daughters of my people have become like the ostrich in the wilderness and their punishment greater than Sodom.

Ezek. 2-7—Be thou not rebellious like that rebellious house. Be not afraid; open thy mouth and eat that I give thee. (In the clovenfooted triangle in snow and the clean cut chewing animals sacrifice with salt.)

10—And he spread it before me, written within and without lamentations and woe.

Ezek. 4-1—Take a tile and lay it before thee and portray upon it the city, even Jerusalem.

5-1—Then take the balances to weigh and divide hair.

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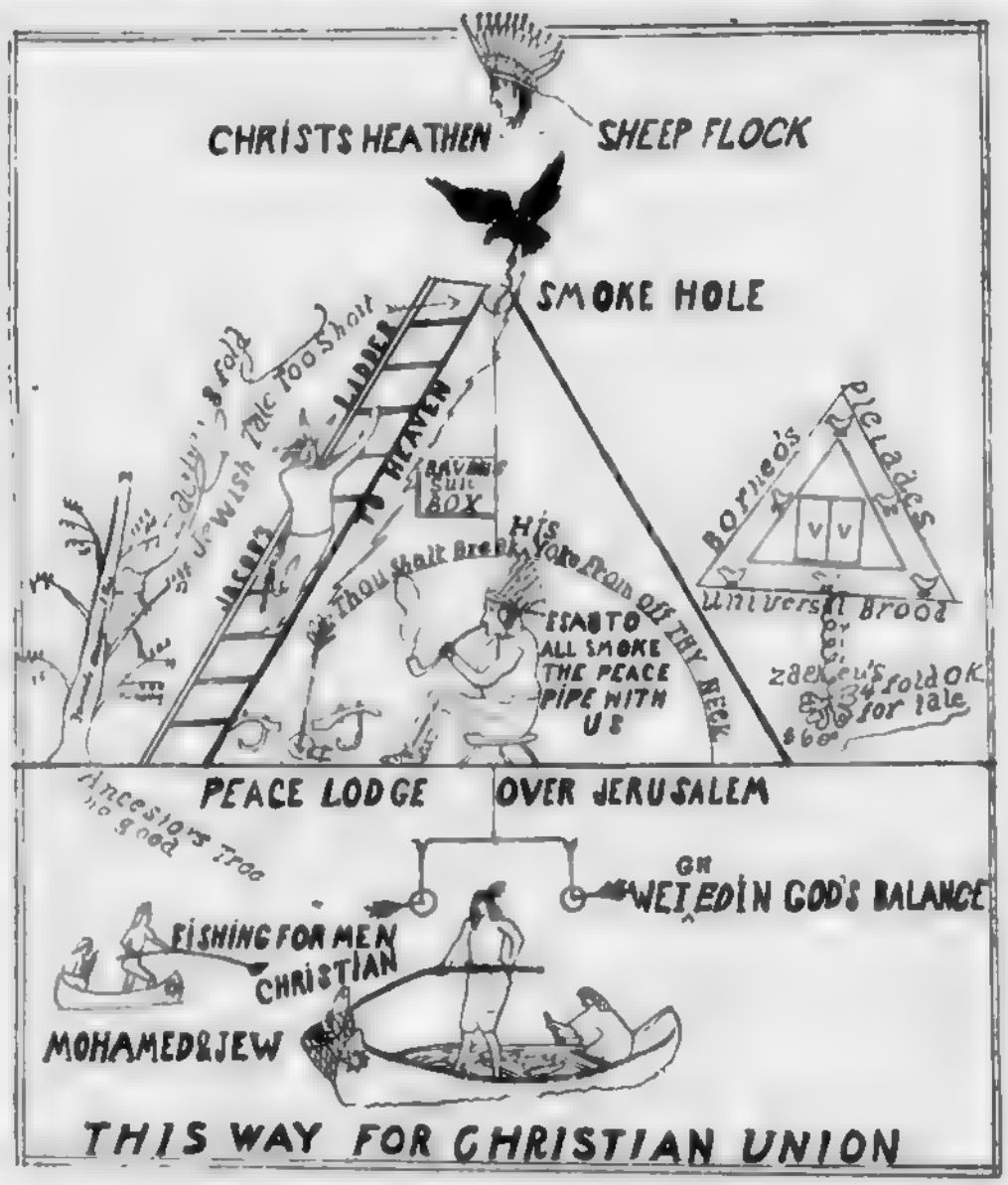
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NATURE'S SKY PILOT

— FROM —

EARTH TO HEAVEN

By a Universal School Globe and Antedeluvian Patterns Taught Adam in Eden



These Revelations of Geometry Teach Us The Secrets of Our God

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Please return to Mr. Scott

Ottawa, June 13,1919.

Dear Sir -

I would be glad if you would forward me at your convenience a few copies of the "Nature's Sky Pilot from Earth to Heaven."

Yours very truly,

(sd) A. F. Mackenzie

For Assistant Deputy and Secretary.

Charles G. Bridge Wilkes, Esq.,
3414 Leaverton Ave.,
Baltimore, Md.,
U.S.A.

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DEPT. OF INDIAN AFFAIRS
JUL 19 1919
RECORDS

Ottawa, June 11th, 1919.

526998

D. C. Scott, Esq.,

Honorary Secretary,
The Royal Society of Canada,

Ottawa.

Dear Mr. Scott,-

Enclosed I return the extraordinary document which you sent me a few days ago.

You will note his address is 3414 Leaverton Ave., (Highlandtown) Baltimore, Md., and his name is Charles G. Bridge Wilkes.

Can you get any copies of the Nature's Sky Pilot? It would be interesting to have as an extraordinary manifestation of a certain type of human mind.

Yours sincerely,

A. B. Macallum

ABM/CC.

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MINISTER OF THE INTERIOR

C:KA.

PRIVATE SECRETARY'S OFFICE

51372

Ottawa, Ontario,

December 4th, 1919.

MEMORANDUM:

MR. D. C. SCOTT -

Attached is a letter to the Minister from W. H. P. Saunders of New Richmond, Wisconsin, who is apparently anxious to secure a position as Teacher in one of our Indian Schools. Please advise if there is any possibility of him securing any such situation.

Enclosure.

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533729

file

December 5,1919.

MEMORANDUM

Hon. Mr. Meighen -

With reference to the attached communication from Mr. W. H. P. Saunders, of New Richmond, Wisconsin, I beg to state that the nomination of teachers in our Indian day schools rests with the authorities of the churches under whose auspices they are conducted. I note that Mr. Saunders has communicated with the head of the Oblate Order. There may occur some vacancy for which they will recommend him; it is also possible that they may find employment for him in the boarding or industrial schools. The staffs of these institutions are appointed directly by the church.

Encl.

Deputy Superintendent General.

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DEPARTMENT OF INDIAN AFFAIRS
CANADA

OFFICE OF THE
DEPUTY SUPERINTENDENT GENERAL
OTTAWA

February 7th, 1951.

Dr. [redacted]

With reference to our conversation with [redacted] information from the Band Council in connection with the [redacted] there are 77 day schools in operation in Ontario and all of these contributions are made by the Churches. In all other cases appointments are made by the Department.

A. F. MacKenzie

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DEPARTMENT OF INDIAN AFFAIRS

CANADA

55143

Ottawa, February 7, 1921.

MEMORANDUM

The delegation were informed in regard to their request for a better educational system on Indian reserves in Ontario that the Provincial system of education is adopted and applied to Indian schools in so far as practicable; that the Ontario text books are used in our schools, and the schools are regularly inspected and reported upon by the Provincial Inspectors, and whenever they recommend improvements either as regards curriculum or methods of teaching an endeavour is made by the Department to carry out their recommendations; that the Department insists on qualified teachers whether nominated by the Churches or appointed direct by itself whenever it is possible to obtain such ; that compulsory attendance at schools as provided for by our Regulations under the Indian Act is insisted upon when it is shown that the Indians are negligent in sending their children to school. It was pointed out to the delegation that the Indians should avail themselves of the facilities afforded by the Department for the education of their children.

J. D. McLean

Assistant Deputy and Secretary.

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KODAK SAFETY FILM

150,000-1

Ottawa, May 26, 1921.

Sir,-

I beg to inform you that provision has been made in the appropriations for Indian education for the fiscal year 1921-22 for the following increases in pupilage in various Indian residential schools.-

St. Albert Boarding	increased	from 80	to 90	pupils
Thunderchilds	"	" 50	to 90	"
Fort Alexander	"	" 60	to 70	"
Beauval	"	" 50	to 60	"
Onion Lake C.E.	"	" 60	to 70	"
Kenora	"	" 60	to 70	"
Fort Frances	"	" 60	to 70	"
Portage la Prairie	"	" 80	to 90	"
Cross Lake Boarding	"	" 80	to 90	"
Muscowequan	"	" 50	to 60	"

Per capita grant for the increased number will be paid from April 1, 1921, and the Indian agents concerned have been advised accordingly and instructed to assist the principals in recruiting pupils to the number for whom grant is allowed.

Your obedient servant

J. D. McLean.
Assistant Deputy and Secretary

W. M. Graham, Esq.,
Indian Commissioner,
Department of Indian Affairs,
Regina, Sask.

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CANADA

Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 2)
School Files

250,000-1

Ottawa. September 16, 1921.

Reverend Sir,-

As you are aware, the Department desires to supply to the Indian schools in British Columbia, the same text books, etc., as are used in the provincial white schools.

The British Columbia Department of Education has recently furnished us with a list of the authorised text books for that province but they did not make any reference in their list to the drawing and writing books used. I would be pleased if you would state the authorised writing and drawing books for British Columbia schools, also the name of the firm from whom these can be purchased. I might say that on the majority of the requisitions from Indian schools the "Natural Slant" writing books are requested.

The Department also frequently receives requisitions from teachers of Indian schools for the "Progressive road to reading". This book is not mentioned on the list furnished by the British Columbia Department of Education, and I would be pleased if you would state if this is an authorised text book and also furnish the name of the publisher and the cost per copy.

I trust that you will be able to furnish the information asked for in this letter as soon as possible, in order that the Department will be in a position to deal intelligently with all requisitions received from the schools in British Columbia.

Your obedient servant

J. D. Sutherland.
for Clerk in Charge of Schools Branch.

Rev. R. H. Cairns,
Inspector of Indian Schools,
Room 42, Post Office Bldg.,
Vancouver, B. C.

Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 2) School Files

PUBLIC ARCHIVES
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CANADA

EDUCATION OFFICE,

Sept. 12th, 1921.

ARITHMETIC, CANADIAN HISTORY & WRITING COURSE.

Sir, Madam:-

The Department of Education regrets that, owing to the failure of the publishers of Smith & Roberts' Arithmetic, Parts I. and II. (revised) to provide these books at the date promised, it was impossible to complete the Courses of Study before the opening of the schools on the 6th of September. Gammell's Canadian History, which has also been revised, and the Arithmetic will be available for distribution at an early date. These books will be issued to those pupils only who were advanced to the Intermediate or Senior Grade at the beginning of this term.

The author of the New Writing System has made provision for Certificates and Diplomas as follows:-

(a) Grade Certificates for pupils of all grades up to the Entrance Class.

(b) Senior Certificate for Entrance Class pupils.

(c) Advanced Certificate for High School students, Normal School students and Teachers.

(d) High Honour Diploma granted annually to the class sending in the best Muscular Movement Writing. Seven of these diplomas will be granted to the public schools this year -- three for the classes of the Junior Grade, two for the Intermediate, and two for the Senior. One will be granted to the best penmanship class in the High Schools of the Province.

All Certificates and Diplomas above mentioned will be awarded for the first time in May, 1922. Further particulars will be given direct by the author at a later date.

(e) Teacher's Diploma. This is granted to teachers who complete successfully the Teachers' Correspondence Course. Full particulars of this Free Course for Teachers will be given on application to Mr. H. B. MacLean, Provincial Normal School, Vancouver, B. C. The object of this Course is to improve the penmanship of the teachers of the Province and to give them personal training in the technique and pedagogy of the new Writing Course.

S. J. WILLIS,

Superintendent of Education.

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Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 2)
School Files

Post Office Building,

Vancouver, B.C.

September 23, 1921.

J.D.Sutherland, Esq.,

Department of Indian Affairs,

Ottawa, Canada.

560047

Sir;

This acknowledges your letter of September 16th., Numbered 150,000-1 .

Herewith find enclosed the Course of Study and the Authorized Text-books for the Public Schools of British Columbia.

I will instruct the teachers to use this list in ordering books from the Department.

I am ,also, enclosing a Circular Letter sent out by S.J.Willis, the Superintendent of Education for the Province of British Columbia.

Your obedient servant,

R. H. Cairns.

Inspector of Indian Schools of British Columbia.

PUBLIC ARCHIVES
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Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 2)
School Files

1500-0 - 1

DEPT. OF INDIAN AFFAIRS
NOV 18

DEPARTMENT OF INDIAN AFFAIRS
CANADA

COMMISSIONER'S OFFICE,

IN YOUR REPLY REFER TO
NO 100-1
ALSO TO DATE OF THIS LETTER

REGINA, SASK. Nov. 15th, 1921

559887

Dear Mr. Scott,-

I should like to be informed as to the amount of per capita grant allowed for each of the following schools,-
Pile Hills Boarding School.
Qu'Appelle Industrial.
Muscowequan Boarding school,
Gordon's Boarding school.
Cowess Boarding school,
Round Lake Boarding school.

Yours very truly,

W.M.Graham

W.M.Graham
Indian Commissioner.

Duncan C. Scott, Esq.,
Deputy Supt. General
of Indian Affairs,
Ottawa.

PUBLIC ARCHIVES
ARCHIVES PUBLIQUES
CANADA

Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 2)
School Files

150000-1.

OTTAWA, Nov. 21st, 1921.

100-14.

Sir, -

I am directed to acknowledge the receipt of your letter of the 15th instant, with reference to the per capita grants allowed six residential schools in the province of Saskatchewan.

In reply I beg to furnish the following information: -

	Pupilage	P.C. Grant.
File Hills,	68	$120.00
Qu'Appelle,	225	150.00
Muscowequan's,	60	145.00
Gordon's,	50	120.00
Cowessess,	60	145.00
Round Lake,	75	145.00.

In addition to the above, each school is being allowed, for the present fiscal year only, a bonus at the rate of $20.00 per capita. This bonus is computed in the same manner as the grant, viz: on the average attendance shown on the returns forwarded to the Department at the end of each quarter.

Your obedient servant,

J. D. McLean.
Asst. Deputy and Secretary.

D. M. Graham, Esq.,
Indian Commissioner,
REGINA, Sask.

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School Files

OFFICE OF THE DEPUTY MINISTER

P 46371

Regina, November 22, 1921.

560388

Dear Sir:

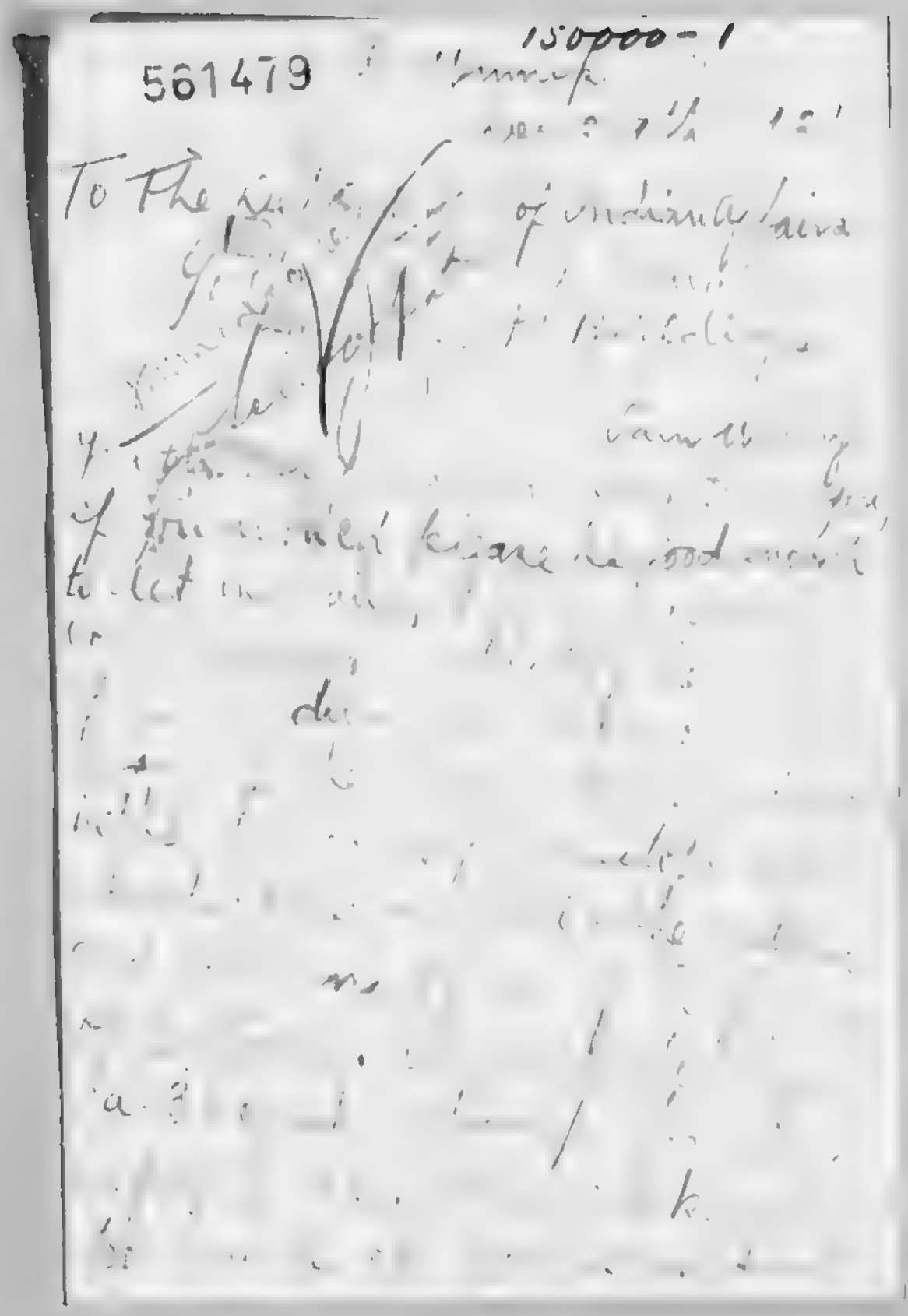
I am directed to acknowledge receipt of your letter of November 14, and to state that your name has been placed on the mailing list for future publications.

Yours faithfully,

A. S. Lee.

Deputy Minister.

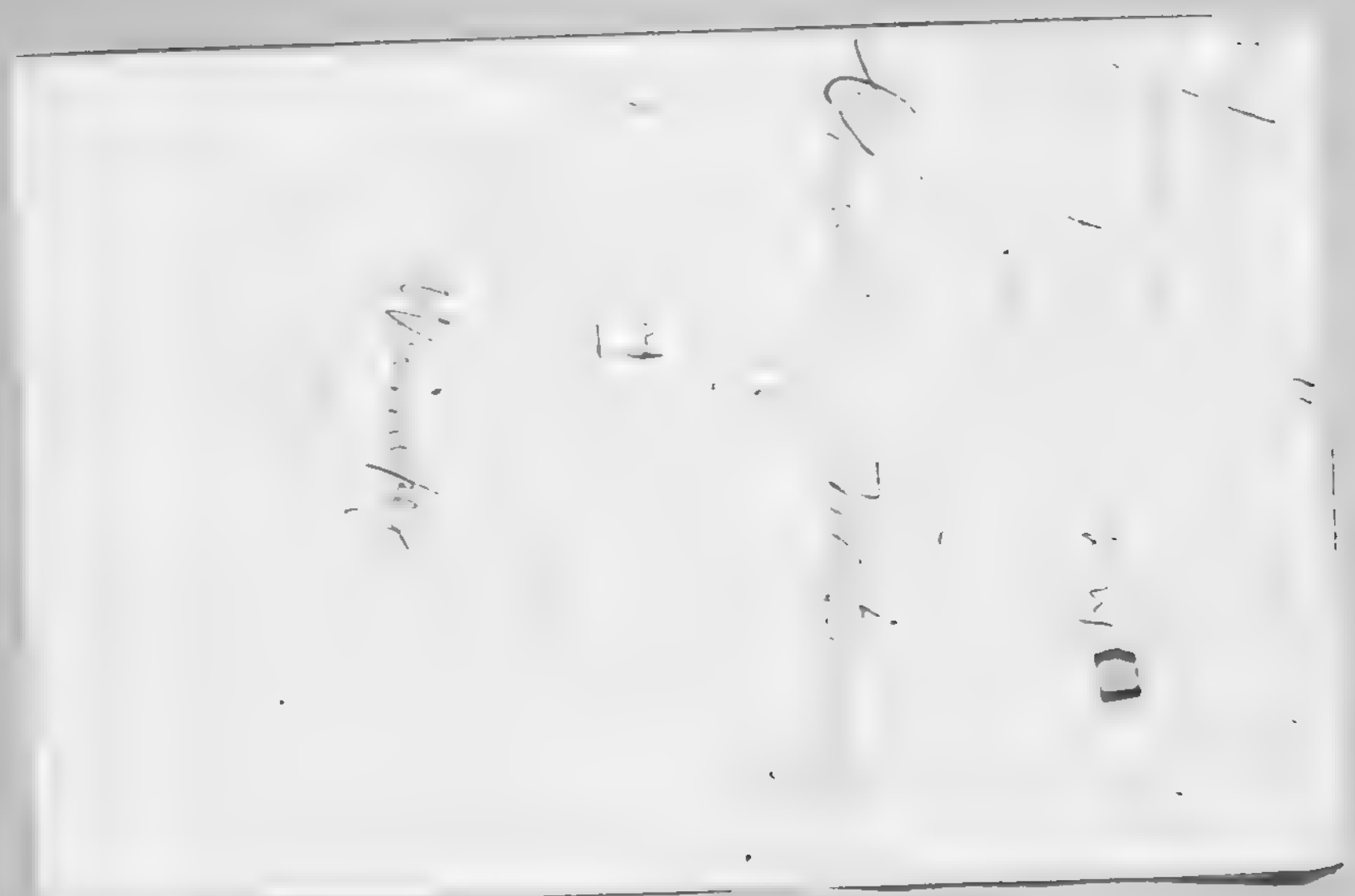
Russell T. Ferrier, Esq.,
Supt. of Indian Education,
Dept. of Indian Affairs,
Ottawa.


561479

150000-1

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Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 2)
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.150,000-1B.

Ottawa, January 4, 1922.

Sir:

Replying to your letter of the 29th ultimo, I am forwarding you, under separate cover, a copy of the last Annual Report of the Department of Indian Affairs, and by reference to pages 70 and 71, you will find a list of the boarding schools in the provinces of Manitoba, Saskatchewan and Northern Ontario. The industrial schools in these provinces will be found on page 73. The names of the principals are also given.

The three-cent stamp which you enclosed is returned herewith.

Your obedient servant,

Russell T. Ferrier,
Supt. of Indian Education.

Mr. Christian J. McKenney,
C/o General Delivery,
Winnipeg, Man.

PUBLIC ARCHIVES
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CANADA

Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 2)
School Files

15-0000 - Paris, Ontario

Jan 21, 1922.

30503

The Secretary,
Department of Indian Affairs,
Ottawa.

Sir,

I am directed to transmit herewith a copy of a letter from the Inspector of Public Schools, Brantford, and to say that the Board would be glad to be furnished with the following information concerning the teachers of Indian day schools in Ontario only, whose names appeared in the 1920 Report of the Department of Indian Affairs: Age, professional qualifications (Provincial, second class, or third class certificate, Ontario) If the teacher has or had no professional qualifications, please state what academic qualifications they have or had at that time (i.e. such as, 2 years in High School Commercial Entrance, etc. State also the salary each teacher received at that time (1920)

Sincerely thank the Department for help in the preparation of this.

Yours truly,
Eric Jamieson

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Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 2)
School Files

150000-1.

OTTAWA, January 25th, 1922.

Sir, -

I have to acknowledge the receipt of your letter of the 21st instant, requesting to be supplied with a list of the teachers in Indian schools in Ontario, giving their age, salary and qualifications.

In reply I beg to say that the Department does not furnish this information.

Whenever it is possible to do so, the Department secures qualified teachers with professional training for Indian schools. In schools of the older settled parts of the province, the Department has been fairly successful in securing qualified teachers, but it has sometimes met with difficulties in doing so in schools situated on the reserves in outlying districts. In these latter cases, it has been found impracticable to insist upon teachers having certificates in all cases. The qualifications of teachers in Indian schools vary, some having no professional qualifications and others having certificates of the highest standard. Many of the teachers who have no professional qualifications have, however, had long experience and have met with a great measure of success in Indian school work.

Your obedient servant,

R.T.R.

Russell T. Ferrier,
Supt. of Indian Education.

Elmer Jamieson, Esq.,
Paris,
Ont.

PUBLIC ARCHIVES
ARCHIVES PUBLIQUES
CANADA

Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 2)
School Files

Table 1.- Indian Population in Canada by Age Groups, Sex and Province of Residence, 1921.

Province	Under 6 years			From 6 to 15 inclusive			From 16 to 20 inclusive			From 21 to 65 inclusive			From 65 years upwards			Total specified by sex and age groups			Total including unspecified by sex and age groups 1
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	
P.E.I.	20	30	50	55	48	61	19	17	36	65	56	121	14	8	22	151	141	292	
N.S.	178	217	395	200	187	387	130	154	284	430	397	827	79	70	149	1,023	1,005	2,031	
N.B.	145	147	292	161	156	317	70	57	127	387	306	693	51	35	86	754	701	1,846	
Que.	974	1,041	1,[illegible]	894	910	1,804	576	542	1,118	1,934	1,[illegible]	[illegible]	447	224	471	4,625	4,627	13,366	
Ont.	1,743	1,783	3,526	2,312	2,143	4,455	1,512	1,416	2,928	5,107	5,[illegible]	[illegible]	470	524	994	11,044	11,158	26,411	
Man.	1,074	1,124	2,198	1,181	1,[illegible]	2,[illegible]	861	794	1,655	2,[illegible]	2,[illegible]	[illegible]	321	397	718	5,[illegible]	5,670	11,583	
Sask.	1,075	1,061	2,136	1,053	1,[illegible]	2,[illegible]	467	490	957	2,[illegible]	2,[illegible]	4,248	250	363	613	4,[illegible]	5,160	10,646	
Alta.	569	602	1,171	585	558	1,143	306	303	609	1,[illegible]	1,[illegible]	2,[illegible]	82	143	185	2,[illegible]	2,839	6,837	
B.C.	1,993	1,931	3,924	2,152	2,134	4,286	1,320	1,327	2,[illegible]	5,[illegible]	5,[illegible]	10,686	[illegible]	567	1,095	11,382	11,254	25,694	
N.W.T.	134	133	267	206	196	402	78	64	142	370	79	449	50	48	98	38	520	3,764	
Yukon	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1,528	
Canada	9[illegible]5	8,049	15,9[illegible]	8,677	8,[illegible]	17,[illegible]	5,[illegible]	5,144	10,489	19,[illegible]	19,472	38,475	2,074	2,359	4,431	43,002	42,075	105,[illegible]98	

Note.- There are no official returns for the ages of 19,921 Indians. The number of Eskimos in Canada is 3,296, so that the total of Indians and Eskimos is 109,294.

Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 2)
School Files

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CANADA

Table 8.- Comparison between Indian population of Canada and the total population in number between the ages of 6 and 20 years inclusive and in the number at school at these ages in 1911.

Province	Total population				Indian Population[1]			
	All ages.	6 to 20 years inclusive	No. at school of 6 to 20 group	P.C of 6 to 20 at school	All ages inclusive.	6 to 20 inclusive.	No at school	P.C of 6 to 20 group at school
P.E.I.	93,728	31,165	17,370	55.7	292	97	45	46.4
N.S.	492,338	155,543	87,351	56.2	2,026	710	245	34.5
N.B.	351,889	114,545	61,902	54.4	1,802	523	253	48.4
Que.	2,003,232	663,519	356,172	53.7	11,462	2,783	1,079	35.2
Ont.	2,523,274	715,421	392,551	54.9	22,496	6,829	3,171	46.4
Man.	455,614	135,052	66,930	48.7	6,104	1,999	1,713	86.7
Sask.	492,432	135,135	58,463	43.3	9,439	2,873	1,238	43.1
Alta.	374,663	101,995	43,090	42.2	8,088	1,044	915	55.7
B.C.	392,480	83,213	39,791	47.8	24,581	6,161	2,225	36.1
N.W.T.	18,481	5,255	815	15.5	12,625	798	175	21.9
Yukon	8,512	1,063	366	34.4	3,500	-	151	-
Canada	7,206,643	2,141,909	1,124,8 0	52.51	103,661[2]	24,417[1]	11,190	45.8

1/ There were no official records for the ages of 24,704 Indians in 1921. On this account the figures in the 6 to 20 year column are short of the true figures.

2/ These include only Indians on reserves or treaty Indians. The total Indian population according to the Census of 1911 was 105,492.

PUBLIC ARCHIVES
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Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 2)
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Table 3,- Indian School Classes of Schools denominations represented and enrolment
By years from 1911 to 1921.

Year	Schools										Enrolment				
	Total number of schools.	Class of Schools			Denominations						Number enrolled			Average attendance	Percentage of attendance
		Day	Boarding	Industrial	Undenominational	Roman Catholic	Church of England	Methodist	Presbyterian	Salvation Army	Boys	Girls	Total		
1911	324	251	54	19	41	118	73	45	15	2	5,607	5,583	11,190	6,763	60.44
1912	325	251	55	19	49	119	94	46	15	2	5,648	5,655	11,303	6,838	60.49
1913	326	249	58	19	50	121	93	45	15	2	5,631	5,513	11,144	6,929	62.18
1914	333	266	59	18	51	126	91	53	15	2	5,908	5,806	11,714	7,218	61.62
1915	335	257	60	18	51	129	91	49	13	2	6,367	6,101	12,468	8,711	69.87
1916	345	269	59	17	53	133	96	49	12	2	6,528	6,271	12,799	8,076	63.05
1917	341	265	59	17	56	127	97	45	14	2	6,167	6,011	12,178	8,285	68.03
1918	339	264	58	17	58	127	95	45	12	2	6,211	6,202	12,413	7,878	63.46
1919	322	248	58	16	54	123	84	49	11	1	5,966	5,986	11,952	7,532	63.02
1920	321	247	58	16	52	123	88	48	9	1	6,020	6,176	12,196	7,629	62.56
1921	326	253	58	15	54	127	90	46	8	1	6,219	6,339	12,558	8,723	69.47
By Provinces, 1921															
P.E.I.	2	2				2					23	19	42	17	40.47
N.S.	14	14				14					117	129	246	114	46.34
N.B.	12	12				12					134	130	264	167	63.25
Que.	30	30			8	16	4	2			615	719	1,334	826	61.92
Ont.	91	80	7	4	36	28	16	10	1		1,816	1,774	3,590	2,062	57.44
Man.	51	42	8	1	4	10	24	10	3		974	970	1,944	1,205	61.83
Sask.	33	21	11	1	1	12	16	3	1		661	676	1,337	1,012	75.69
Alta.	24	4	19	1	-	13	7	4	-		522	511	1,033	825	79.86
B.C.	57	40	9	8	5	16	15	17	3	1	1,188	1,205	2,393	2,253	93.31
N.W.T.	7	4	3	-	-	4	3	-	-	-	103	126	229	178	77.73
Yukon	5	4	1	-	-	-	5	-	-	-	66	80	146	86	58.90

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Table 4.- Degree of Advancement and Industries taught

By years

Year	Standard							Industries Taught									
	I	II	III	IV	V	And over VI	Total	Carpenter	Shoemaker	Tailor	Blacksmith	Baker	Harness-dresser	Printer	Painter	Total
1911	5,310	2,204	1,724	1,172	574	206	11,190	85	27	-	4	4	1	-	4	125
1912	5,614	2,115	1,604	1,142	531	247	11,303	90	27	-	3	8	1	-	24	153
1913	5,452	2,108	1,728	1,122	541	213	11,144	81	29	-	-	8	1	-	4	123
1914	6,0[illegible]6	2,072	1,716	1,134	567	239	11,714	48	16	-	1	3	-	-	3	71
1915	6,199	2,368	1,817	1,230	6[illegible]0	234	12,468	79	21	-	-	[illegible]	-	-	-	102
1916	6,361	[illegible],358	1,[illegible]88	1,[illegible]75	6[illegible]1	[illegible]96	12,799	137	29	-	-	4	-	-	-	170
1917	5,846	2,351	1,826	1,196	709	[illegible]48	12,178	129	-	-	8	14	-	-	6	158
1918	5,[illegible]53	[illegible],400	2,059	1,[illegible]96	618	[illegible]85	12,413	127	63	-	[illegible]5	[illegible]3	-	-	-	[illegible]65
1919	5,416	[illegible],329	[illegible],048	1,[illegible]81	639	[illegible]39	11,952	139	11		10	1	-	-	1	162
1920	5,[illegible]69	[illegible],162	2,018	1,[illegible]58	616	271	12,196									
1921	5,[illegible]04	2,258	2,068	1,[illegible]29	645	264	12,[illegible]58									
	By Provinces, 1921.							By Provinces, 1919.									
P.E.I.	21	4	10	5	2	-	42									
N.S.	150	[illegible]3	29	[illegible]4	10	-	246									
N.B.	[illegible]4	[illegible]9	40	40	11	1	[illegible]64									
Que.	604	294	218	125	54	44	1,[illegible]54									
Ont.	1,779	[illegible]98	[illegible]9[illegible]	[illegible]9[illegible]	187	44	3,[illegible]90	4	4							8
Man.	[illegible]96	[illegible]30	259	190	102	67	1,944									
Sask.	61[illegible]	264	210	117	74	60	1,337									
Alta.	491	[illegible]7[illegible]	170	[illegible]54	56	11	1,033	37								37
B.C.	1,048	[illegible]37	455	276	140	57	2,393	98	7		10	1			1	117
N.W.T.	[illegible]07	41	[illegible]2	[illegible]2	7	-	[illegible]29									
Yukon	[illegible]2	26	19	6	3	-	146									

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Table 5.- Enrolment in the different Schools.

By Years.

Year	Day Schools					Boarding Schools					Industrial Schools				
	Enrolment			Aver. attend.	P.C. attend.	Enrolment			Aver. attend.	P.C. attend.	Enrolment			Aver. attend.	P.C. attend.
	Boys	Girls	Total			Boys	Girls	Total			Boys	Girls	Total		
1911	3,718	3,630	7,348	3,381	46.01	1,057	1,412	2,469	1,979	87.22	832	741	1,573	1,403	89.19
1912	3,743	3,656	7,399	3,438	46.46	1,093	1,242	2,335	2,004	85.82	814	757	1,569	1,396	88.97
1913	3,708	3,551	7,259	3,509	48.34	1,109	1,428	2,537	1,990	85.15	814	734	1,548	1,430	92.37
1914	3,878	3,760	7,638	3,733	51.52	1,137	1,277	2,414	2,069	85.29	893	769	1,662	1,414	85.07
1915	4,169	3,896	8,065	3,997	49.56	1,274	1,387	2,661	2,408	88.98	924	818	1,742	1,506	86.45
1916	4,183	3,955	8,138	4,051	49.78	1,330	1,523	2,854	2,491	87.28	1,014	793	1,807	1,538	85.11
1917	3,920	3,738	7,658	4,136	54.02	1,357	1,545	2,902	2,645	91.14	890	728	1,618	1,504	92.95
1918	3,918	3,803	7,721	3,797	51.77	1,414	1,597	3,011	2,654	88.14	879	802	1,681	1,427	84.89
1919	3,729	3,583	7,312	3,587	49.06	1,386	1,632	3,018	2,627	87.04	851	771	1,622	1,387	85.51
1920	3,746	3,731	7,477	3,516	47.04	1,419	1,662	3,081	2,742	89.00	855	783	1,638	1,391	84.92
1921	3,911	3,864	7,775	3,911	50.30	1,485	1,671	3,156	2,777	84.82	823	804	1,627	1,366	83.96
							By Provinces, 1921								
P.E.I.	23	19	42	17	40.47										
N.S.	117	129	246	114	46.34										
N.B.	134	130	264	167	63.25										
Que.	615	719	1,334	826	61.92										
Ont.	1,390	1,292	2,682	1,305	48.65	178	183	361	304	84.21	248	299	547	453	82.81
Man.	606	560	1,166	519	43.65	295	351	646	581	89.94	73	59	132	103	78.03
Sask.	254	232	486	255	52.46	300	319	619	559	90.30	107	148	255	198	85.34
Alta.	63	81	144	50	34.72	428	417	845	735	86.93	31	13	44	40	90.90
B.C.	628	618	1,246	597	47.91	196	279	475	415	91.16	364	308	672	572	85.12
N.W.T.	30	24	54	27	50.00	73	102	175	151	86.29					
Yukon	51	60	111	54	48.65	15	20	35	32	91.43					

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Table 6.- Degree of Advancement of Pupils in the different kinds of Schools
By years from 1911 to 1921.

Year	Day Schools Standard						Boarding Schools Standard						Industrial Schools Standard					
	I.	II.	III.	IV.	V.	VI.	I.	II.	III.	IV.	V.	VI.	I.	II.	III.	IV.	V.	VI.
1911	4,136	1,528	1,001	515	169	33	707	421	422	375	214	80	417	245	107	282	200	128
1912	4,310	1,444	915	504	195	31	647	445	4[illegible]	36[illegible]	193	69	[illegible]57	[illegible]8	264	276	193	151
1913	4,190	1,371	[illegible]65	5[illegible]7	178	31	[illegible]82	419	490	34[illegible]	176	6[illegible]	4[illegible]	318	272	[illegible]47	170	120
1914	4,586	1,344	964	529	175	40	941	452	430	351	168	63	459	278	313	[illegible]54	186	136
1915	4,661	1,350	984	578	[illegible]21	50	1,061	496	491	363	180	70	457	342	[illegible]42	[illegible]66	199	114
1916	4,710	1,466	1,041	640	[illegible]23	75	1,176	557	516	364	177	74	485	335	358	[illegible]91	[illegible]01	147
1917	4,284	1,421	978	575	340	60	1,108	626	5[illegible]9	38[illegible]	177	[illegible]0	494	304	321	[illegible]41	192	106
1918	4,311	1,466	1,107	[illegible]53	[illegible]09	73	1,091	593	6[illegible]5	405	[illegible]27	74	491	319	3[illegible]7	[illegible]60	179	137
1919	3,905	1,413	1,1[illegible]	600	[illegible]16	[illegible]5	1,0[illegible]5	6[illegible]2	605	407	[illegible]03	[illegible]-1	[illegible]76	[illegible]82	345	[illegible]65	154	104
1920	4,169	1,373	1,054	566	[illegible]29	46	1,17[illegible]	557	61[illegible]	410	[illegible]39	111	469	[illegible]65	3[illegible]7	[illegible]61	164	111
1921	4,[illegible]48	1,[illegible]65	1,1[illegible]8	690	[illegible]4[illegible]	6[illegible]	1,[illegible]37	[illegible]46	6[illegible]3	410	[illegible]39	111	469	[illegible]65	3[illegible]7	[illegible]61	164	111
	By Provinces, 1921																	
P.E.I.	41	4	10	[illegible]	4													
N.S.	150	33	29	44	[illegible]													
N.B.	[illegible]4	59	69	40	11	1												
Que.	[illegible]504	[illegible]94	[illegible]13	1[illegible]5	[illegible]4	14												
Ont.	1,419	[illegible]1	424	[illegible]49	104	5	1[illegible]6	[illegible]9	[illegible]6	[illegible]4	[illegible]0	6	174	[illegible]6	112	97	[illegible]3	33
Man.	[illegible]79	18[illegible]	118	[illegible]9	[illegible]-	6	183	114	1[illegible]3	112	71	43	[illegible]4	[illegible]4	18	19	[illegible]	18
Sask.	[illegible]99	[illegible]6	[illegible]0	[illegible]	[illegible]		[illegible]57	1[illegible]0	108	[illegible]6	49	[illegible]9	[illegible]6	46	[illegible]2	[illegible]3	[illegible]2	[illegible]1
Alta.	115	15	[illegible]10	[illegible]4			371	151	149	120	45	9	[illegible]5	6	11	10	10	2
B.C.	646	[illegible]54	1[illegible]2	114	[illegible]6	6	18[illegible]	76	108	[illegible]0	44	14	[illegible]10	109	1[illegible]4	11[illegible]	60	[illegible]7
							[illegible]6	[illegible]3	[illegible]0	[illegible]1	?							
N.W.T.	[illegible]5	8	[illegible]	1			14	[illegible]	[illegible]	[illegible]	3							
Yukon	78	[illegible]1	11	1														

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INDIAN EDUCATION.

Historical Survey Publication Later

This important feature of Canadian Education is, as already mentioned, the concern of the Dominion Government. What corresponds to a Department of Education exists as a branch of the Department of Indian Affairs at Ottawa with a Superintendent of Indian Education at its head. As the Indian population of Canada exceeds 100,000, it will be seen that the task of this Education branch would be equal to that of one of the provinces of Canada even if this population were collected in one province, but the scattered condition of this population and the specialised nature of the work among it places the task beyond comparison with that of such a province. It should be mentioned at the out-set that the Indians in each province are educated according to the curriculum, textbooks, etc., of that province, so that there is a basis of comparison between the status of Indian Education and that of the education of whites in the province.

Education among the Indians in Canada, especially in Lower Canada and the Western part of Nova Scotia, was carried on at a very early date by the French, chiefly through the efforts of the Jesuits and other orders. As these efforts will be discussed in more or less detail in connection with the movements in education in each province, it will not be necessary to describe them here.

The needs of the North American Indians were first drawn to the attention of the English people by tracts published by John Eliot, who came to the country in 1631. The effect of these tracts, and of the work among Indians by Eliot upon Cromwell and others and upon the Lang Parliament was such that in 1649 an ordinance was passed enacting that there should be a corporation in England consisting of sixteen persons to be called "The President and Society for the Propagation of the Gospel in New England" with power to acquire lands, goods and money. A general collection was directed to be made in England and Wales for the purposes of the corporation and the equivalent of nearly $60,000 was forthwith obtained. The Society at once appointed Commissioners and a Treasurer in New England who with income obtained from the corporation paid itinerant missionaries and school teachers among the natives. It is important to mention this Society at the outset, as considerable reference will be made to it in discussing the education of the provinces, especially the

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Indian Affairs. (MG 10, Volume 6001, File 1-1-1, part 2)
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elder provinces of Canada towards which it directed its efforts after the American Revolution and played a part not only in the education of the Indians, but in that of the white settlers as well. The corporation was conducted for some time/under the ordinance, but after the Restoration, a new charter of incorporation was granted by Charles II in 1662 under which the company called now "The New England Company" still conducts its operations. In what is now Canada this company was preceded by the Society for the Propagation of the Gospel in Foreign parts who had catechists and school-masters appointed in the Bay of Quinte district and at the Grand River, but who yielded the field to the well-directed efforts of the New England Company. The distribution of the latter's invested funds has assisted materially in the education and development of the Six Nations Indians. Up to 1834 the whole of the clear rents and profits of the company's trust estates and funds was faithfully applied for the benefit of natives in Upper Canada and New Brunswick. Assistance by way of grant was also given to education in the district of Rupert's Land and in British Columbia where (at Lytton) there is still an industrial school under the supervision of the company. The most productive work, however, was performed in Upper Canada at Rice and Mud Lakes and at the Six Nations Reserves, the latter place absorbing most of the funds and attention of the company. ~~Day schools, missionaries and an institution for the instruction of pupils in residence, which is still in a flourishing condition, have contributed very largely to the present advanced position of the Six Nations Indians.~~

The Wesleyan Methodists also have contributed and are still contributing largely to Indian Education. In 1829 these had eight day schools with 251 scholars in Upper Canada conducted under the direction of missionaries from New York State. Before long Wesleyan missionaries from Great Britain were in the field and a residential school near Belleville was operated at the expense of the British Wesleyan Conference. This school developed into an industrial school at Elderville, erected in 1848, and the Mount Elgin Institute, erected in 1851, was founded by the same Society. To establish and maintain these schools, the Indians consented to set apart one quarter of the amount received in commutation of their annual distribution of ammunition. This contribution had begun in

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1847 and ended in 1862. At that time the annual payment of $6,879.75 had served to meet the expenses of conducting the schools and there remained $56,208.74. The Alderville buildings were burned in 1861 and not rebuilt, but the Mount Elgin Institute still survives. Both institutions were supported by an annual per capita grant for each pupil in attendance.

When the attention of the British Government was called to the condition of the Indians in Canada, the status of those in Lower Canada was so high as to render effort there less necessary than elsewhere. In 1842 there were about 3,727 known to the government not including the hunting tribes of the Northern nation. This population was scattered between the seven permanent settlements and ministered to by the priests of the Roman Catholic Church. A school was established by Protestants at Chateaguay in 1829 where education included manual training. An agricultural school and experimental farm was established soon after at Christieville near St.Johns and the pupils were transferred there from Chateaguay.

A scheme for civilising the Chippewas and Ottawas of Lake Huron and Manitowaning, the first government attempt in Upper Canada to improve the condition of the Indians by direct instruction given to the whole community, proved a failure. Workshops and schools under the scheme were flourishing in 1844, but by 1845 all signs of progress had vanished. The experiment was not repeated until the modern policy of instruction in farming was instituted by the Dominion Government and spread to the Western tribes in 1879.

The first treaty with the Indians was formed by Lord Selkirk in 1811 and its sphere composed nearly all the original province of Manitoba, a part of Saskatchewan and also of Dakota, Minnesota and New Ontario. In consequence of the discovery of minerals on the shores of Lakes Huron and Superior the Government of what was then called Canada deemed it desirable to extinguish the Indian title and in 1850 entrusted negotiations with the Indians to Hon.William Robinson who made two treaties which shaped the course of future treaties. The main features of the Robinson treaties were annuities, reserves for the Indians and liberty to fish and hunt on the unconceded domain of the Crown. The number of Indians included in these treaties was about 2,700. In 1862 another treaty was made by Hon.

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William McDougall, the Superintendent General of Indian Affairs, with the Indians on Great Manitoulin Island on Lake Huron. Eleven other treaties have been made with the Indians between the Great Lakes and the Rockies. A treaty in 1871 was made with the Indians in Manitoba providing for an annuity to each Indian reserve of about 640 acres for each family of five or 128 acres for each man, woman and child and an annual allowance of ammunition, seed grain, agricultural implements, etc. Schools were also to be established on the Reserves. The half breed was also given a scrip of 240 acres. The Sioux Indians being refugees from the United States were not given annuities, but were granted reserves and some help to start farming.

The last treaty was made in 1921, to protect the Indians from the results of the oil rush and covered the Mackenzie River District. No treaty has been made with the Indians of British Columbia, but their welfare has received no less attention on that account. The effects of these treaties and of the British North America Act have been to make the Indians minors and wards of the Dominion Government which is reponsible for their education. It is worth observing that while Indians, with special exceptions such as those who served in the Great war, are without the franchise, those of them who qualify for the professions are ipso facto enfranchised.

At the making of the treaty of 1871, the provision made for education was understood to be day schools on the reserves. For a number of years this was the only system adopted. At present the Indian schools are divided into three classes: (1) Day schools situated on the reserves; (2) Boarding schools situated on the reserves or nearby; (3) Industrial or non-reservation schools. As the name indicates, the industrial school educates along industrial lines in addition to literary education. The same is true of the boarding school. Special attention is paid to the manual arts, domestic science, agriculture, and the training proceeds until the age of eighteen in the case of boys. For those who desire it the Government has provided a special reserve at Balcarres, Saskatchewan, where a boy graduate of an industrial school is given eighty acres of land and help in starting to farm. If he makes good, another eighty acres, and in some cases more is given him. Crop returns indicate that the experiment is successful. A female graduate may be given a sewing machine or household furniture.

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Many graduates enter the general labour market and a few the professions.

Field matrons are employed upon many of the reserves, their salaries being sometimes paid by the government, but usually by the church to which they belong. These, in addition to caring for the sick, instruct women in household duties. The Government provides medical attendance for the pupils in industrial schools and for nearly all the Indian people on large reserves or where a large number of smaller reserves can be reached by one physician. Hospitals are built and equipped sometimes by the Government and sometimes by the church interested, the Government usually rendering financial assistance to the latter.

The Department of Indian Affairs, established in 1873 under the Minister of the Interior, who is also Superintendent General of Indian Affairs, controls the educational movement and conducts it either directly or by assisting the efforts of the various churches. The spirit of co-operation between these churches-Roman Catholic, Anglican, Methodists, Presbyterian and Salvation Army-and the government in the work is admirable. It would probably be sufficiently close to the truth to say that the churches are the "School districts" or "Sections" that is, the local organization, in Indian Education while the Government is the "Department". The Government pays a grant and certain amounts for capital expenditure, supervises the manner in which this grant is expended and insists upon properly qualified teachers, proper accommodation, equipment, recognised courses of study, in short sees that the education and care of the Indians measure up to a certain standard. In the case of "undenominational" schools the Government bears the whole cost and this is the only sense in which these schools may be said to be non-denominational; in the case of denominational schools, the church interested bears a portion of the expenditure. The churches on the other hand select the teachers in all the industrial and boarding schools and in most cases nominate the teachers in the day schools and carry on the work of education, and, in the cases of boarding and industrial schools, clothe and feed the Indian pupil throughout the year for eleven years. Appropriations by the Dominion Parliament for Indian Education in 1921 amounted to $1,112,410, of which $168,994 was expended on day schools, $601,989 on boarding schools and $269,249 on industrial schools, while $2,934 was expended

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on ex pupils. Several bands of Indians assist in the work, and during fiscal year 1921 the sum of $47,297 was available from this source, $13,455 of this being contributed by the Six Nations of Grand River. A total number of 326 schools were in operation in 1921, comprising 253 day,58 boarding and 15 industrial schools. Of the schools, 53 day and one industrial were undenominational, 87 day, 32 boarding and 8 industrial or 127 in all were under the direction of the Roman Catholic Church; 71 day, 16 boarding and 3 industrial or 90 in all, of the Church of England; 38 day, 5 boarding and 3 industrial, or 46 in all, of the Methodists; 3 day and 5 boarding, of the Presbyterians and 1 day school, of the Salvation Army. In these schools there were 12,558 pupils, 7,775 being in day schools, 3,156 in boarding schools and 1,627 in industrial schools. In addition to these about 100 are being educated in public and private residential schools throughout the Dominion besides a number attending high schools.

The Indian day schools in Ontario, Quebec, Nova Scotia and Prince Edward Island are inspected semi-annually by the provincial public and separate school inspectors. In New Brunswick and British Columbia Indian schools are inspected by officials appointed by the department. In Manitoba, Saskatchewan, Alberta and the North-west Territories the schools are inspected by the inspectors for the different Indian agencies, but inspection by Department of Education inspectors in the Prairie Provinces is now under consideration. In addition to the inspectors almost all the schools are under the supervision of the different Indian agents who are required to make monthly inspections and reports.

It has been already stated that in the literary training of Indian pupils the curriculum of the province in which they are situated is strictly followed. The statistics of the standing of these pupils at school are given by "Standards", Stand 1 corresponding to First Reader, Part 1 or Grade 1; Standard 11, to First Reader, Part 11 or Grade 11; Standard 111 to Second Reader or Grades 111 and 1V; Standard 1V to Third Reader or Grades V and V1; Standard V to Fourth Reader or Grades V11 and V11 and Standard V1 to Fifth Reader or Grades 1X and X. The statistics given below for the last mentioned Standard will also include those above that Standard.

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To show the growth of the movements the following tables from the Reports of the Department of Indian Affairs give various statistics of Indian schools for a few years back.

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KODAK SAFETY ▲ FIL

Jan/22

M.

It will be quite in order to make any changes in the enclosed you may think fit and I shall be very grateful for any further suggestions you may be good enough to offer.

D.C.M.

Indian Education

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305309

Boissevain Recorder Jan/9

AIN. MANITOBA

Educating the Indian

Twelve Thousand Indian Children Attending School in Canada

There were 12,558 Indian children attending Indian schools throughout the Dominion during the past year, of which number somewhat the larger portion were girls. According to the annual report of the Department of Indian Affairs there were 326 Indian schools in operation, 253 being day, 58 boarding and 15 industrial. This shows a net increase of five schools over the previous year. The total enrolment in the day schools was 7,775; in the boarding schools 3,156, and in the industrial schools 1,627. The average attendance in the three classes of schools was 8,723, an increase of 1,094 over the previous year.

The course of study is that prescribed for the provincial, public and separate schools and is strictly adhered to.

Land for farming and gardening purposes as provided at practically all the residential schools. The pupils are thus enabled to get a general knowledge of agriculture. The granting of assistance to graduates is being continued. Upon leaving school an Indian girl may be given a sewing machine or household furniture; a boy may receive a grant of cattle, horses, implements, harness or building material. During the year under review 24 girls and 11 boy pupils were assisted to the extent of $2,933.84.

The outlay on Indian education from parliamentary appropriation during the year amounted to $1,112,409.63, of which $18,000 was for the province of British Columbia and $308,000 in Ontario.

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This was prepared & be interpreted into a memo to the Minister.
R.D.F.

Ottawa, February 14, 1922.

Memorandum.

INDIAN EDUCATION

Recapitulation.

The Department of Indian Affairs had, during the past fiscal year, 326 schools in Canada, caring for the educational needs of 12,568 Indian children. 253 day schools situated on reserves had an enrolment of 7775 pupils, and there were in 73 residential schools 4783 of our wards. In addition, some 50 neglected Indian children have been placed in orphanages and about 120 promising pupils are receiving tuition in provincial public schools, collegiates and in universities. The total expenditure from parliamentary appropriation was $1,112,409.63. Certain Indian bands in Ontario have contributed, during the same year, $47,296.53 towards the education of their children.

Cooperation with the various churches in Canada is the feature of our Indian educational work, and all residential schools and four fifths of the day schools are under the auspices of the Roman Catholic, Church of England, Methodist and Presbyterian churches. The expenditure for Indian Education is augmented, roughly 20% by these religious denominations. In addition, the wards of the Department receive a moral stimulus that undenominational schools would not impart.

The greater number of teachers engaged are professionally qualified and the work compares favourably with that in white schools similarly situated. The course of studies followed is that of the Department of Education for the province in which the school is located. The general plan is to have all classroom activities supervised by the Public and Separate School Inspectors.

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INDIAN EDUCATION.

Maritime Provinces.

24 day schools, all under the auspices of the Roman Catholic Church, meet the educational requirements of the Indian children in the three Maritime Provinces. The enrolment for these schools is 552. Special instruction is being given in sewing, hygiene and sanitation. About 50 children are attending white schools or have been placed in orphanages. The total expenditure involved is $23,542.30.

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ONTARIO & QUEBEC

Indian Education.

In Ontario and Quebec gardening and school fairs are emphasized in the 110 day schools under the Department of Indian Affairs. For these and the 11 residential schools in Ontario, there is a total enrolment of 4924. In addition, 105 Indian children are attending white schools, collegiates, or have been placed in orphanages. The expenditure for the last fiscal year was $264,814.32. Certain bands in Ontario augmented this by a contribution to education of $47,296.53.

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PRAIRIE PROVINCES AND

NORTHWEST TERRITORIES

Indian Education.

West of the Great Lakes the residential school has been more successful for our Indian wards than the day school on the reserve, due to the nomadic habits of the bands. There are in the Prairie Provinces 71 day and 44 residential schools, with a total enrolment of 4543. The Department has placed emphasis on farming, care of stock and domestic instruction. The expenditure for the past fiscal year was $498,241.41.

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BRITISH COLUMBIA

Indian Education.

40 day and 17 residential schools care for the education of 2393 Indian children in British Columbia. The residential school is the more successful type and endeavours to teach a smattering of fruit farming and basketry, in addition to the regular vocational and domestic instruction. During the past fiscal year $318,042.58 was expended.

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Y U K O N

Indian Education.

In the Yukon the Department has 4 day and 1 residential schools, catering to 146 Indian pupils. Another residential school at Dawson is coming under the auspices of the Department of Indian Affairs at the time of this writing. The total expenditure for the past fiscal year was $7769.02.

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Paris, Ontario,
March 28, 1922.

The Secretary,
Department of Indian affairs,
Ottawa, Ontario

DEPT. OF INDIAN AFFAIRS
MAR 31 1922

Dear Sir,—

Would the Department be willing to furnish me with information as to the average salary of teachers in Ontario in 1920 & 1921? I would greatly appreciate a statement of the average salaries of teachers in day schools, in Boarding schools, and in Industrial schools. Such a comparison would be instructive. In this same connection I beg to ask if the qualifications, academic and professional, of teachers in Industrial schools and in Boarding schools, are higher on the average, than the qualifications of teachers in day schools.

Hoping that the Department will grant the information I remain

Yours truly,

Elsie Jamieson

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150000-1

Paris, Ontario.
Mar. 29, 1922

The Secretary,
Department of Indian Affairs,
Ottawa.

Dear Sir,-

I have been unable to find in any of the Reports of the Department of Indian Affairs a statement of the course of study authorized for Industrial Institutes (Indian). It is also my impression that a course of study for day, Boarding, and Industrial schools was drawn up by the Department but that a few years ago this course of study was superseded by the provincial course of study. If this is so, please inform me when this change was made. Also please refer me to a source of information regarding the course of study authorized for Industrial schools

Thanking you I remain

Yours truly,

Elmer Jamieson

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Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 2)
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150000-1.

OTTAWA, April 1st, 1922.

Sir, -

I have to acknowledge the receipt of your letter of the 28th ultimo requesting to be informed as to the average salary paid teachers in Indian day, boarding and industrial schools in Ontario.

In reply I beg to say that the salary allowed depends upon the qualifications which the teacher possesses. The salary scale ranges from $500 to $800 per annum in the day schools, plus a bonus of $150 during the past fiscal year. Bonus at this rate has been paid teachers since April 1, 1918. We are not aware at the present time as to whether this bonus will be provided by law for the fiscal year beginning today.

The salaries of teachers in boarding and industrial schools are paid by the church authorities under whose auspices these schools are conducted. These salaries are paid from the per capita grant, and are set by the church authorities themselves.

Teachers in boarding and industrial schools possess, generally speaking, the same qualifications as are required in day schools, and these correspond with the qualifications required in the provincial public and separate schools.

Replying to your letter of the 29th ultimo, I beg to say that the course of studies prescribed for Indian schools is the same as that used in the provincial schools of the provinces in which the Indian schools are located. You can obtain the course of studies authorized for the provincial schools from the Department of Education for the respective provinces.

Your obedient servant,

Russell T. Ferrier,
Supt. of Indian Education.

Elmer Jamieson, Esq.,
Paris,
Ont.

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15-0004

Paris, Ontario
April 5, 1922.

568017

The Secretary,
Department of Indian Affairs,
Ottawa.

Dear Sir, -

Your letter of April 1st supplying information as to salaries of teachers in the different classes of schools has been received.

I sincerely desire to see the course of study which was provided for, and followed by, Indian schools, previous to the adoption of Provincial curricula, and to know when this change was made. Can you supply the information or refer me to a source of information?

Thanking you for information supplied I remain

Yours truly.

Elmer Jamieson

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Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 2)
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OTTAWA, April 10th, 1922.

Sir, -

I have your letter of the 5th instant with further reference to the course of studies prescribed for Indian schools.

In reply I beg to say that we are mailing you, under separate cover, a copy of the Daily Register of Attendance, on the back cover of which you will find the course of studies used in Indian schools previous to the time when the provincial course of studies was made obligatory. I may say that the change in the curricula was gradual, and it is only within the past two years that we have adopted the provincial course in all the provinces in Canada. As you were informed, the studies prescribed for Indian schools is now the same as that used in the provincial schools of the province in which the Indian schools are located. This change has been spread over the last five years, and was made mainly in order that we could utilize to the fullest extent the services of the provincial school inspectors in the inspection of our Indian schools, and also to obtain more readily the textbooks required.

I understand that you are preparing a thesis , which, in the main, relates to Indian education and I would be very pleased, at a later date, to have a copy if you will be good enough to furnish me with the same.

Your obedient servant,

Russell T. Ferrier,
Supt. of Indian Education.

Elmer Jamieson, Esq.,
Paris,
Ont.

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150 — 1

Paris, Ontario.
April 17, 1902.

The Secretary,
Department of Indian affairs,
Ottawa.

APR 21 1902
RECORDS

68590

Dear Sir,—

I desire further information concerning the operation of Indian schools. Or how many reserves are compulsory school attendance laws enforced? Would not the denominational control of schools interfere with a compulsory education? Is compulsory attendance law?

Thanking you for information furnished.

Yours truly,

Elmer Jamieson.

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Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 2)
School Files

150-1.

Ottawa, April 24, 1922.

Sir:-

I have yours of the 17th instant, in which you request certain information in connection with the operation of the Compulsory Education clause of the Indian Act.

In reply to your question - on how many reserves are compulsory school attendance laws enforced?- I beg to state that from time to time it has been found advisable to put this clause of the Act in force. Whenever day school activities are more or less abortive, due to non-attendance, this Department takes steps to insist upon the presence in the classroom of those Indian children who should attend. The agents employed are known as truant officers. We may appoint an Indian to this position, or, in extremities, a R. C. M. P. officer. When the good attendance warrants such action, the services of the truant officers are frequently dispensed with. Often the persuasive powers of an Indian agent are sufficient to enforce the Act, and you will see that it is quite impossible for me to intimate the number of reserves where compulsion has been used. Whenever school facilities are provided, and the attendance is poor, this Department is prepared to take steps to keep the classrooms full.

Your query concerning the denomination control interfering with the application of the Compulsory Attendance clause involves matters of policy which this Department is not prepared to discuss. I can inform you that, as a rule, the influence of the Church on the reserve is a power for good in connection with any departmental activity. You will understand that it is not possible for me to discuss this last matter at any length.

This Department would be grateful for a little more information concerning the nature of your thesis. If it is for publication, I feel that you should make an effort to get into personal touch with some of the officials of the Department. If it is an academic thesis, such as for Master's degree, it is not so essential that you are guarded in your remarks when referring to matters of policy. I will be personally pleased to see you at Brantford during the last few days of this week, and I feel that an hour of conversation would give you more information than a score of letters. If you would care to write to me, care of the Mohawk Institute, or telephone there on Thursday, Friday or Saturday (the 27th to 29th) I could give you an interview.

Yours truly,

Russell T. Ferrier,
Supt. of Indian Education.

Elmer Jamieson, Esq.,
Paris,
Ont.

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150000-1

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87 QUEEN STREET EAST,
TORONTO, Aug. 11th, 1922.

DEPT OF INDIAN AFFAIRS
AUG 14 1922
RECORDS

13540

Duncan C. Scott, Esq., C.M.G.,
Deputy Superintendent of Indian Affairs,
Ottawa, Ontario.

Dear Sir:

We are under the impression that your department supplies the various Indian schools throughout Canada a certain number of suitable news papers and magazines. We would very much appreciate it indeed if you would advise us if your department would favourably consider placing the enclosed publications known as "Illarone Newspaper" and "My Magazine" sample copies of which we are sending you personally under separate cover. If you will examine these you will find that they are by far the finest young peoples' publications issued in the English Language. They have an enormous sale and the subscription price including postage are respectively $2.75 and $3.25.

We are also anxious to have the subscriptions you place for this Department. Our parent house has been in business since 1809, and we can, we assure you, handle your order to your entire satisfaction. It is a great time saver very many of the larger libraries and departments, etc., with all of their technical, literary, and other publications, and we can refer you to some of the largest libraries in Canada.

May we not have the pleasure of hearing from you on this subject soon? We would very much appreciate it indeed.

Yours faithfully,
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150000-1.

Ottawa, August 16, 1922.

Gentlemen:-

I have been directed to acknowledge receipt of your letter of the 11th instant, regarding the placing of the English publications known as "Children's Newspapers" and "My Magazine" in the Indian schools throughout Canada.

In reply I beg to say that all the Indian residential schools are conducted under the auspices of the various religious denominations. We pay the schools a per capita grant only, for their maintenance. From this grant, they purchase all supplies - including papers and magazines- which they require. We are, therefore, not in a position to place an order for the newspaper and magazine mentioned.

Your obedient servant,

J. D. McLean,
Asst. Deputy & Secretary.

Messrs. Wm. Dawson & Sons, Ltd.,
87 Queen St East,
Toronto,
Ont.

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School Files

J. M. SCOTT
UNITY, SASK

150 - 1

Mar 24/20

Department - Indian Affairs
Ottawa Ontario

581137

Sirs -

Please advise me who employs the instructor on the farms in connection with the Indian Schools in Saskatchewan and Alberta.

Yours Truly
J. M. Scott.

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Ottawa, March 31, 1923.

Sir:

I have your letter of the 24th instant, with reference to farming instructors at Indian schools.

In reply I beg to state that, at residential schools, the members of the staff are engaged by the church authorities who are associated with this Department in the management of the particular institution. We approve of the selection of the church authorities, after a probationary period on the part of the officer in question has been satisfactorily completed. There are no farming instructors in conjunction with our day schools on reserves.

Your obedient servant,

Russell T. Perrier,
Supt. of Indian Education.

J. M. Scott, Esq.,
Unity,
Sask.

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26 Gloucester St.
Toronto, Ont..
Dec. 1, 1922.

P.

Dear Mr. Harris,-

I am returning the manuscript on "Indian Education" which you so kindly sent me to me in the preparation of the thesis. I have found it exciting and valuable historical information in the manuscript but I received it too late to incorporate it into the thesis. It will be useful however in the preparation of a more extensive treatment of the subject.

I have sent to Dr D.C. Scott a copy of the thesis and I hope you will have the opportunity of examining. I would be pleased to have you offer criticisms and suggestions thereon. Suggestions as to lines of investigation or research in connection with the education of the Indians of Canada would be of great service.

I am grateful to you personally and to the Department for the kindly assistance in the preparation of the thesis.

Yours truly,
Elmer Jamieson

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P L A N

of

Elmer Jamieson's

EDUCATION OF THE INDIANS OF CANADA.

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The difficulties - The diversified problem and the rapid change from barbarism.

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2. Day Schools
   a. - Irregular attendance and its causes.
   b. - The course of studies
   c. - Poorly qualified teachers.
   d. - Poor standard distribution and its causes.
3. The Residential Schools.
4. The care of the Ex-pupil and his success.

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2. Health
3. Language
4. As a ward
5. Enfranchisement

Conclusion - The Indian in the War

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40. Hand work and gard'g. has bettered attendance.

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42. Changing teachers (Ont. 1/3 per annum)

43. Reasons for poor qual. and repeated changing.
(low salar. isolation, unattractive work.
poor boarding facilities.)

44. Positions at Ind. day sch. are unattractive.
(consolidate where possible.)

45. Standard or grade distribution & compar'n.
with white sch. (in 20 yrs. a slight improve't.)
i. e. more pupils in the higher graded.

46. The vast maj. of Ind. pupils nev. rch. higher stds

47. One cause is irreg. attendance.

48. Another is lang. differences.

49. These 2 causes are relat. to the ext. of Ind.
Int. cree. with white. (this sugg. the hope
for the Ind. peop. lies in their assimil'n.)

50. The "raison d'etre" for the res. schools.

51. The bdg. sch. lately has prtl. suppl. Ind. sch.

52. The compul. cls. and the res. school.

53. Ind. sch. have decreased & bdg. sch. increased
in the last 20 yrs.

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54. The finan. respons., manage't. & supervis. of the res. school.

55. The activity at a res. school.

56. Res. teachers on the whole better qualified (the work is more attractive.)

57. Aver. att'ce. at res. schools.

58. Std. distribution better in res. schools.

59. In last 20 yrs. res. schools slight. gaining on day sch.

60. Success of ex-pupils.

61. Too often the ex-pupil slips back.

62. The File Hills experiment.

63. The examples of success at File Hills.

64. The finan. success at File Hills.

65. This proves that envir't. is the contr. factor in the devel't. of the Indian.

66. Assistance to ex-pupils.

67. Vocational training in res. schools.

68. Field work.

69. Parl. approp'ns.for Ind. educat'n. show grad. incr

70. Indians becoming agricul. class.

71. Population is stationary of late.

72. Ind. earnings are increasing steadily.

73. Success as follows in Sask.,Ont., Alta., B.C., Que., N.S., Man., P.E.I., N.B.

74. Contact with whites has resulted in more & better dwellings.

75. Diseases, partic. T.C., still rampant. (perhaps more compl. figures are avail.)R.T.F.

76. Death & birth rates per M. about stat.

77. Ind. lang. disap. in fav. of Eng. & French.

78. Contact with whites one reason for this.

79. Lang. of instruc'n. in sch. a sec. reason.

80. Eng. more expressive than Ind. lang.(fewer syl.)

81. Increas'g. expend. for Par. Approp. for med. & other relief.

82. This is expl'd. by an incr'd. num. of Ind. und. control.

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83. A feel. that Gov. has been too lib. with Ind.

84. The Indians' aversion to enfran't.

85. The late enfran. law & its bet. success.

86. Assoc'n. with whites is all imp. in the progress of the Indian.

87. The Indians in the war (their vol. enlist't. of men & funds a gr. benefit to the race.

88. Soldier Settlement Act has prov. suc'ful with Ind.

89. The Indian & the Can. race.

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THE

EDUCATION

OF THE

INDIANS OF CANADA

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E Tom Jessen

When Christopher Columbus landed in America, he was met by a group of astonished savages, whom he named Indians. Soon after, the news of the discovery of this new continent was spread broadcast throughout Europe. European adventurers began to filter into the continent at first by twos, and later by hundreds. These Europeans came from countries which had been enjoying the fruits of civilization for centuries. Savagery had been dethroned and in its place were to be found educational systems, improved agricultural methods, merchant marines, governments, improved weapons of warfare, epoch-making inventions, a high state of industrial development, a christianity, a science, a literature. The savage Redmen fought fiercely to retain their hunting grounds, but slowly they were pushed to the frontiers. They were outnumbered, out-fought, and out-generalled by the superior Europeans. These brought with them their culture, art, and ideals. European civilization was no longer confined to Europe, but was extended to the newly discovered continent. Industrial and social development was very rapid and a wilderness was transformed into productive farms, villages grew into towns, towns into industrial cities, in an incredibly short time. Had the Redmen been transferred directly to England or to France, their maladjustment would not have been much less. True, they still had the plains but they could not roam over them so freely. They still had the rivers, but steamers now glided up and down their streams. It was a conflict between savagery and civilization, and a decisive victory for civilization was inevitable.

Canada very early discerned the plight of the Redmen. They saw that they must be helped to adapt themselves to the changed and changing order of things. A laissez - faire policy may have been pursued and from this policy the fittest would have survived. How many would have survived is another question. Canada, however, saw fit to extend a helping hand.

At first Indian affairs were placed under the control of the Imperial military authorities. During the period of this military control (1763-1841) Canada was engaged in warfare and her people were scattered far and wide throughout the country. Canada naturally looked upon the Indians as potential allies or foes. Gradually, however, as settlement of the country increased and peace was once more restored, efforts to civilize, educate, and christianize, were substituted for the policy which was dictated by considerations of fear and self-interest. This gradual change of policy marked the second period of Indian affairs (1841-1867). The period from 1867 to the present time constitutes the period of control by the Dominion Government and since 1880 a Department of Indian affairs has had charge of problems relating to Indians.

The end toward which the Indians of Canada are being educated is full British citizenship. The Department of Indian Affairs has not wavered from this policy, although the method of executing this policy has been modified somewhat in adaptation to changing conditions. The problem is the citizenizing of the Indians in their settled communities or bands. The essential idea in full

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citizenship is that of self-support. The Indians must progress from a position of dependency or of being wards, to a position of self-maintenance. They must learn, in addition, to co-operate in all legitimate activities, and to participate intelligently in the activities of the different institutions of the country. Psychologically, they must develop a social consciousness not opposed, but paralleling, the social consciousness of the assimilating group in order that they may become socially efficient.

The difficulties that lie in the way of the attainment of this goal of full citizenship are not a few and not insignificant. Discussions of some of the difficulties will lead to a proper appreciation of the task.

Right at the beginning the Government had to grapple with the problem of organization. In a large country like Canada, to organize a people unaccustomed in a great measure to co-operative action in a time of peace, for purposes of control, protection, and education demanded patience, firmness, and tact. Finally, however, the Indians were settled in bands on lands set aside by the Government and known as "Indian Reserves". Just in this connection it may be stated that since 1763, the title of an individual Indian in fee simple to land reserved to a band or tribe has not been recognized except in the case of enfranchised Indians. The Indians are educated on these closed reserves, and they are permitted to sell any surplus land only to the crown, as direct purchase by white persons is prohibited.

At present there are scattered throughout Canada from Nova Scotia to British Columbia over 630 bands comprising in all about 105,000 Indians. To oversee, protect and educate these scattered bands adequately is the Department's task. There is a geographical difficulty arising from the scattered positions of the bands. This geographical difficulty has been partly overcome by the appointment of Government agents who reside near the reserve or reserves. Travelling superintendents and inspectors supervise the work of these Indian agents. It is evident from the nature of the difficulty that a great responsibility is placed upon these Indian agents. The Indian Department makes known its wishes to the Indians through its agents and the Indians make known their wishes to the Department through the same medium. The Agent acts as the representative of the Indian Department. Although this system which has been adopted is effective, yet the handicap arising from this geographical difficulty remains.

If there were any uniformity among the bands, in the number of people who constitute the different bands, in their languages or dialects, in their religions or aboriginal beliefs, in the sizes of the reserves upon which they live, and in their stages of progress, the task would be greatly simplified. But the greatest diversity exists. Among the 630 bands supervised by 114 agents a large number of languages or dialects are spoken. The largest band has a membership of about 5,000 people and the smallest, 3 or 4. The areas of the reserves vary from a few hundred acres to thousands of acres. Some bands in the older sections of the country have reached a stage in their advancement equal to that attained by progressive white people. Other bands,

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situated on the outposts of civilization still live in the same kind of tepees as their forefathers lived in, and still wear the same kind of clothing as their ancestors wore. Between the most advanced bands and the most backward are the other bands in different stages of progress. In religion, many bands are composed wholly of Roman Catholics while others are predominantly Church of England. There are Presbyterians, Baptists, Methodists, and Congregationalists. Paganism in its many forms still exists even on the most progressive reserves. Probably no two bands could be found where circumstances and conditions were the same, and where problems called for identical methods for solution. Most comprehensive principles for guidance in the method of treatment are necessary amidst such great diversity of conditions.

[illegible] of interest is the Indian himself. It is [illegible] real problem is found. His changed and changing environment has wrought transformation on his physical appearance, in his ways of thinking, in his attitude toward his fellow-men, and in his conception of religion. [illegible] is not so copper coloured [illegible] hair may be quite fair. The full-blood [illegible] disappearing. Legally, a man may [illegible] may have only a trace of native blood. [illegible] has been through the male line he is, by law, an Indian. But an Indian woman, by marrying a white man, relinquishes her legal status as an Indian, and her children are white also. In dress, he is discarding the buckskin, beads, and feathers and is quite content to clothe himself like the white men.

But perhaps the most striking effect of his environment has been made upon his way of thinking, and upon his habits of doing. It is probably true that at least among the early Indian tribes who lived upon a physical plane rather than upon an intellectual plane, their modes of doing determined their ways of thinking, and as their intellectual [illegible] developed, their intellectual activities were coloured by their motor activities. The early tribes depended for their existence upon the chase and upon their success in warfare. The wild animals which they hunted moved from place to place according to their instincts. Climatic conditions, ever changing, attracted and repulsed these roving animals from place to place. Hunting expeditions never set out without ceremonial invocations to their gods for success. In warfare there was the same uncertainty, the same dependence upon pure chance. In sickness, they called upon their [illegible] mysterious medicine men who, by magic, drove the evil spirits away. There was no attempt to get at the cause of things. Occurrences which they could not explain were at once set down as the works of supernatural beings. This ignorance of the laws of nature and their dependance upon the operation of these laws for their very existence bred in this aboriginal people a superstitious temper of mind which determined in a large measure their mode of living. Education is dispelling superstition and their mode of living is being governed more and more by their knowledge of cause and effect. They have learned, for instance, that sickness is caused by the improper functioning or loss of functioning

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of some organ of the body and they call upon a doctor who is in the best position to determine the cause and the cure for the sickness. Medicine men are gradually retreating to the farthest reserves, and soon they will disappear altogether from the scene.

The Indian tribe in its primitive state pursued the path of least resistance. No determined or sustained effort was made to control circumstances or conditions. The behaviour of the tribe was largely determined by external conditions. True, the head chief exercised a certain amount of authority over the members of the tribe, but this authority was most evident, and most respected on hunting expeditions and in warfare, and the discipline within the tribe then was largely a discipline of fear, or a discipline arising from the instinctive desire for commendation. Social consciousness was an insignificant factor in this inculcation of discipline. When their food supply was ample, and their enemies were far away, idleness and festivals prevailed. If food became scarce on account of unproductive soil or scarcity of game, the remedy was migration to more favourable hunting grounds. Competition among the members, outside of competition for skill in the hunt, or for bravery in warfare or for wisdom and eloquence in council, was almost entirely absent. The food obtained was distributed throughout the tribe, and the soil of the whole continent was theirs. Accumulation of material wealth was unnecessary. Even large stores of food were unknown, for game was plentiful on the continent, and the tribes were virtually living from hand to mouth. Contentment prevailed if there was food for the immediate present, and the provision of food was left to the future. Necessity fell upon the tribe only when inveterate enemies were lurking near. Then, bravery, danger of death, grim determination and revenge, animated every member of the tribe to disciplined endeavour. Choice lay between discipline and annihilation and the instinct for self-preservation was strong. When they had defeated the enemy, or had attained safety by flight, inactivity once [illegible] discipline was lacking in the [illegible] of the tribe. Could these conditions fail to [illegible] children. Disciplinary training of children was [illegible] in a systematic way. The people of the forests and prairies loved their freedom, and they were averse to deny that same freedom to their children. Corporal punishment was almost unknown. There were these conditions. A people, roving from place to place, living virtually from hand to mouth, and enjoying the freedom made possible by prolific nature, were comparatively free from the necessity of disciplinary training, except in the event of tribal warfare.

Some of the most difficult problems in connection with the education of the Indians toward full citizenship arise from the transmission of traits developed by primitive conditions from generation to generation. Compulsion in any form has terrors for the Indians. They resent it with vigor. Before a compulsory law can be made effective, and can be enforced without

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much friction among Indians, they must understand that such compulsory law is absolutely necessary for the furtherance of their interests, and it is only fair to state that the bands in the older sections of the country have gone a long way towards recognizing the necessity for compulsory laws. [illegible] some cases, resentment at trespass on traditional freedom has become so habitual that objection is made to compulsory laws mainly because they are compulsory. In the history of the development of societies, it has been found that compulsory laws are enacted by social communities where the need for such compulsory laws is felt by the majority of the members of this social community. In the meantime some harm may have resulted from the absence of these compulsory laws. Clearly Indian communities have had this advantage, that necessary compulsory laws have been enacted from without by a more highly developed community.

[illegible] parents dislike compulsion from external sources, and the reform [illegible] compulsion in the treatment of [illegible] missionary, [illegible] in [illegible] Although [illegible] is true that Indian parents are, as a rule, quite [illegible] children. [illegible] Deputy-Superintendent General of Indian Affairs, Mr. J. A. Smart, stated, in speaking [illegible] at "[illegible] not only [illegible] for as the boys are concerned) they regard as the [illegible] ity of personal chastisement,". If disciplinary [illegible] is a strong characteristic of Indian home life, then the [illegible] devolves upon the schools. [illegible] in the matter of [illegible] of children in Indian homes, and indulgent in[illegible] do not now wholly destroy the work of the schools.

There still exist in [illegible] of Indians. It is evident that [illegible] most serious [illegible] impossible among them. Regular school attendance of children belonging to nomadic bands is out of the question unless the [illegible] placed in boarding or in industrial schools. [illegible], this nomadic habit is now confined mainly to hunting tribes in remote [illegible] and to tribes which move to lumbering camps during the winter. There are some bands situated in more settled portions of [illegible] country, many of whose members [illegible] off the reserve to flax fields, or fruit regions, for one or two months during the summer. But it is encouraging to note that this wandering, roving habit is rapidly disappearing, and just as quickly as roving tribes recognize the disadvantages of this mode of living, and see from experience and by example, the advantages of a settled habitation, will they discard this mode of living. The change has been gradual and will probably

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continue to be gradual.

It is not surprising, indeed it is to be expected, that a roving, freedom-loving people should lack an important requisite for success in modern society-steadiness. It seems to be altogether against an Indian's inclinations to remain in one place or at one occupation for any length of time. Periodic changes in environment and in occupation come naturally to a people whose parents or grandparents or great grandparents roamed the forests and plains of a whole continent in freedom. Whatever physical strength the Indian may possess, and whatever skill he may have for use in employment, is largely counteracted by this traditional feeling - unsteadiness. Whether they are working for another, or whether they are working for themselves, they yield to their inclinations. Even at the present time, it may be stated that unsteadiness is an Indian failing, but to say that all Indians can be so characterized would be far from the truth. Gradual and continuous improvement can be noted in steadiness as education becomes more and more general among the bands.

Love of freedom, resentment of compulsion, lack of discipline, and unsteadiness do not exhaust the list of traits which [illegible] to generation. Truly primitive habits of thought and actions developed under primitive conditions have been transmitted with [illegible]. Their ancestors, numbered approximately one half of a million, lived on a continent which now supports upwards of one hundred and [illegible] millions. Vegetation and animal life provided perhaps supplies of food for the roving aborigines, who there- [illegible] future needs still persists. [illegible] of [illegible] rarely, [illegible] accounts are [illegible] patient foresight [illegible] one providing cash almost immediately, [illegible] often choose [illegible], and seem comfortable [illegible] foresight, the tendency is [illegible] living.

The Indians in their camps were often surprised by sudden attacks from enemy tribes. In these attacks wholesale torture and massacre of men, women, and children took place, although usually the women and children were adopted into the tribe, or held as ransom. Unsuspected by the tribe, enemy spies had lurked around the camp for days [illegible] number. Perhaps these spies had gone about the camp openly, unrecognized by the tribe. The news had been carried back to the hostile tribe and a surprise attack had been planned. Naturally, the Indians became very suspicious. After the discovery of America unscrupulous traders and settlers practised all forms of deceit to obtain fertile land cheaply.

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to foment internal strife, or to befriend hostile tribes. Promises were made which were never carried out. Such condition of affairs did not at all tend to mitigate the already suspicious nature of the Indian. To-day, suspicion is a trait which has to be reckoned with in the management of Indian affairs. Well-intentioned purposes, unless supported by persuasive power, may fall by the wayside, discarded and forsaken because of suspicion.

[illegible] problems arising from the Indian's [illegible] present themselves. These will [illegible] mentioned but the brevity of the discussion must [illegible] strued to mean that these problems are unimportant. As a matter of fact success in citizenizing the Indians of Canada depends in large measure upon an adequate method of solving the problems now to be mentioned. One of these problems is that of transforming the Indians into an agricultural class. Another is the christianizing of the Indians. As to the extent to which success has crowned the efforts of the churches and the Department in the solution of these vital problems, mention is reserved for a later section.

There are two later developments, psychological in character which must be mentioned at this point. One of these is the habit, especially prominent in older Indians, of looking back to former times. Pauline Johnson had that type in mind when she wrote in "The Cattle Thief",

> "When you pay for the land you live in, we'll
> pay for the meat we eat.
> Give back our land and our country, [illegible]
> [illegible] our herds of game;
> Give back the furs and the forest [illegible]
> [illegible] curs before you came;
> Give back the peace and the [illegible]
> [illegible],
> And blame, if [illegible] that
> drove him to be a thief."

The problem here is the substitution of forward-mindedness for this habit of mind so inimical to progress. Each succeeding generation, however, look more to the future as the time when realization of their destined end is to be found.

But the more pernicious of these later psychological developments in the Indian's character is that of [illegible] help from the Government. The origin of this development is not hard to locate. So deep-seated, or habitual has this way of thinking become that, in some cases, withholding of expected help is considered an infringement of rights. Such a temper of mind is bound to interfere with the exercise of initiative on the part of the Indians, and the sooner they learn to depend upon their own efforts, the more rapidly will they develop their native capacities in a direction that will make them self-supporting and useful citizens of Canada.

As to the moral problems we cannot do better than to quote former Deputy-Superintendent General of Indian Affairs,

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Mr. J. A. Smart, who [illegible] fiscal year 1898. "[illegible] the fact that the Indians require exceptional [illegible] their own natural fondness for [illegible] having temptation put in their way by unscrupulous miscreants whose lust of gain would outweigh every consideration of morality and humanity. While of course there are many exceptions, it may be said of the great majority of the Indians, that despite their natural proclivities, they would not [illegible] liquor if [illegible]." [illegible] liquors to Indians [illegible] have been punished. [illegible] enforcement of the law may be gathered from the following statement of Mr. J. A. Smart in the Report for 1898, "Every effort is made to discover and punish the miscreants who supply the Indians with intoxicants, but, as the Indians who receive the liquor are as a rule the only witnesses of such transactions and to give information would cut them off from all hope of procuring further supplies, it is next to impossible to extract any information. Under such circumstances the only other course left is to punish the Indian, but here another difficulty presents itself; the chances are that his circumstances are such [illegible] and even if convicted the result is to render [illegible] of affording relief falls upon [illegible] is practically hard to [illegible]." [illegible] drunkenness, and, at least among Indians living [illegible] communities where prohibitory laws [illegible] an intoxicated Indian is indeed a rare occurrence. Mr. J. A. Smart, speaking of other aspects of [illegible] stated; "As to other aspects of morality, and more particularly with regard to the true nature and object [illegible] tie, tribal customs and pagan views have to be overcome, and this has to a large extent been done, and every day [illegible] by contact with civilization, [illegible] but above all, by the earnest and faithful efforts of the missionaries of the various denominations."

"The Indians are beyond dispute a law respecting people, and when occasionally some serious crime is committed by one of their number, it attracts the more attention from its rarety, and causes alarm if of a character to suggest that racial antagonism may still be slumbering."

A circular issued by the Indian Department tells the whole story of Indian marriages and divorces in Canada: "A marriage between Indians or between Indians and others solemnized or contracted in accordance with provincial or territorial law is valid."

"The validity of marriages between Indians contracted in accordance with the customs of their tribes has been established by the courts, notably in the case of ' Connolly vs. Woolwich, and others', in 1867; nor does the fact that one or both of the contracting parties may profess adherence to christianity affect the matter."

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"It is particularly deserving of notice that the validity of Indian divorces has never been affirmed in Canada, and Indian marriages, if valid, cannot be dissolved according to the Indian customs, but only in such manner as other marriages may be dissolved."

"If an Indian is validly married to one woman and has gone through a form of marriage with another which would make her his wife but for the fact that he was already married, he is guilty of bigamy and liable to the penalties for that crime (Section 308, Criminal Code, R. S. C., 1906), and the Department of Justice has expressed the opinion that, even if there has been no valid marriage but the Indian intended by complying with the customs of the band relating to marriage to marry more than the first married his wife or wives, or if, even without such intention, he has complied in the case of two or more wives with the requirements [illegible] prosecuted under [illegible]."

"With reference to [illegible] man or woman can legally contract [illegible] been [illegible] for seven [illegible] known [illegible] pointed out that, while such conditions would furnish good defence against a charge of bigamy, they would not serve to legalize the second alliance in case of its being shown that both parties to the first marriage [illegible] alive [illegible]."

[illegible] process of approx[illegible] has been gradual, [illegible] [illegible] [illegible]

and the rapid change in his environment on the other. Had the Indian been able to keep pace with this abrupt environmental change, such ability would have been fittingly termed miraculous. It is well to remember that for centuries (how many will remain a mystery) these characteristics were being wrought into the character of the Indians by contact with [illegible] and were being transmitted from generation to generation as to be called [illegible] with such regularity and regularity as to be called hereditary. It is now only about two hundred years ago since the process of assimilation began on a general scale.

[illegible] used by the [illegible] mention the close connection [illegible] religious denominations and the Indian [illegible] Church of England, Methodist, Presbyterian, Roman Catholic, and Salvation Army. Before the bands were organized [illegible] respective reserves zealous missionaries [illegible] assisting and christianizing [illegible] continued their efforts to [illegible]

[illegible] almost all Canadian [illegible] Indian schools, [illegible] Protestant and Roman Catholic, [illegible] is quite [illegible]

[illegible] have [illegible] Canadian [illegible] Frederic[illegible] commissioner [illegible] or secretary of the Board of Indian Commissioners [illegible] appointed to make an investigation into [illegible] of Indian [illegible] respects the [illegible] in almost [illegible] Council [illegible] left to the [illegible] Church organization has wrought the [illegible] for the work among Indians and has come near to depriving the Indian youth of really beneficial religious instruction in the schools. [illegible] evidently the chief or chiefs of [illegible] subject to the [illegible] and religious [illegible] teacher [illegible] of the [illegible] majority of the band belong to any [illegible] a teacher of the school established [illegible] [illegible] of any band, [illegible] the [illegible] establishment on the reserve." Thus [illegible] her belief in religious education [illegible] has protected her Indians from the dangers of sectarian [illegible] confusion in religious thought, which [illegible] the system in the United States, where Catholic teachers may by chance be employed to instruct Protestant children and vice

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Versa, and where Protestant and Catholic children thrown in schools together are exposed to the petty gossip and friction which too often finds place among missionaries and employees of different religious denominations in the same government boarding schools." Commenting upon the homelike atmosphere surrounding the Canadian Indian schools, Mr. Abbott, states: "My judgment is that the main cause of this more atmosphere is to be found in the government's frank encouragement of religious instruction which makes the teachers feel responsible for every phase of the pupil's development, spiritual and physical, mental and moral". There can be no doubt whatever that benefits have been derived from this union between the churches and the Department. Had the union between the churches and the Department been less close, the christianization of the Indians of Canada would have been retarded.

That there has been in the past no serious friction sometimes attending the operations of different denominations in the same fields, has, no doubt, been partly due to the attitude of the Department indicated above and partly to the attitude of the denominations towards one another. All the denominations felt that the Indians were ready for christianization. With one purpose, christianization, deliverance from aboriginal religious beliefs, actuated all denominations with a spirit of tolerance which left little room for friction. That there has been no serious objection from the Indians themselves is due to several reasons. The transition from pagan beliefs to christian beliefs is slow and gradual. There is a new ceremonials and the Indian is very inventive, accommodating himself to the new beliefs. The new religion is not yet wholly his, he is just in the transition stage, but when the transformation has been completed he will defend the tenets of his religion with fervour and conviction. In many bands, all the members belong exclusively to one religion. In other bands they are so divided in the matter of religious beliefs that separate schools are conveniently provided. But in many bands the minorities are so few in number that provision of separate schools for these few would be expensive, to say the least. The children of the minority therefore are obliged to attend schools which are only passively sympathetic to their religion if they desire an education. Strong objections would probably be made if the children of the minority were compelled by law to attend schools taught, attended, and governed, by persons belonging to another denomination. The situation is further alleviated by the fact that no taxes are paid by Indians living on reserves for any purpose, and, therefore, no moneys paid by the minority are diverted to the support of these denominational schools. It is significant that the bands which defray some of the expenses of their schools from the funds of the band are those whose schools are undenominational, or whose members belong to one denomination, or where the denominations have provided separate schools for the education of their adherents and members. Under ordinary circumstances, enforcement of compulsory attendance is, and will be, extremely difficult, presupposing as it does an intelligent appreciation of the place of the school in a community,

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in a province, and in a democratic country. An adjustment of existing conditions will probably be necessary in many bands before compulsory attendance laws can be effectively enforced without violating individual rights in the matter of religion.

Too much praise cannot be given to those missionaries who made and are making great sacrifices that through their labors, the Indians of Canada might become christianized. Nor have they laboured in vain. Four hundred and thirty years ago, every Indian in the territory now included under Canada, was a pagan. In 1890 there were 18,621 Indians professing aboriginal beliefs. In 1921, there were still 8,414 pagans. The number professing Roman Catholic religion, 43,986 in 1921, gives a remarkable record of the results of indefatigable work on the part of the Jesuit missionaries and their successors. Similarly, the 20,182 Indians in 1921 professing Church of England, were won from pagan beliefs by John Eliot and by the New England Company, which grew out of the labors of John Eliot. 12,820 Methodists, 2,[illegible] Presbyterians, 1,[illegible] Baptists, 1,[illegible] [illegible], together with the fore mentioned figures, show the extent to which Christianity has been accepted by the Indians. The following figures [illegible] give a good idea of the [illegible] religions.

Table I.

	1690	1900	1905	1910	1915	1921.
Church of England		17723	13979	17654	17826	20182
[illegible]		11219	11794	11553	12769	12820
Presbyterian		1435	1467	1739	1913	2155
Roman Catholic		38651	35060	41512	42765	43986
Baptist		925	1103	1135	1377	1297
[illegible]		88	102	18	20	
Pagan and [illegible]	1[illegible]1	14038	12906	11112	8090	8414
[illegible]		475	544	807	1625	1426

Table I - [illegible] the number of adherents and members in the [illegible] denominations from 1690 to 1921 as far as ascertained.

It is safe to say that such results could not have been attained, if the churches and the government of Canada had not co-operated in the work.

There is great danger that in a system depending largely upon voluntary effort salaries will be low. Enthusiastic missionaries and teachers are willing to accept comparatively small renumeration for the privilege and opportunity of working among Indians. The supply of that stamp of people is not equal to the demand. A consequent lowering of standards and requirements usually takes place under the circumstances, instead of increasing the attractive power of the work by further inducements. Under present conditions, the employment of properly qualified people is very difficult of attainment and it may be stated emphatically and unreservedly that before teachers with proper qualifications can be engaged in greater numbers in Indian schools, greater financial inducements must be offered.

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Competition between communities in securing efficient teachers is keen and the supply of such teachers is not at all sufficient to fill all schools in white communities let alone the Indian schools. But the point raised here is that this close union between the Department and the churches has probably had a tendency to keep salaries low, and comparatively low salaries allways bring with them attendant evils. The remedy, of course, is larger salaries. The right solution appears to lie in the direction of greater self-activity and self-help on the part of the bands and not so much upon larger grants from the Department.

With this preliminary discussion of the [illegible] between the churches and the Department in [illegible] schools we shall now proceed to the examination of the [illegible] and unorganized forces brought to bear upon the [illegible] with a view to their citizenization. The organized forces [illegible] Department itself, [illegible] course very often overlap. [illegible] although very often working directly with [illegible], do their work mainly through the schools. The unorganized forces at work are those which call into exercise the Indian [illegible] and selective organization. The power of the Indian [illegible] surroundings in [illegible] the lower stages of progress at least, the most potent factor leading the Indians to adaptation to modern conditions appears to be that of their external surroundings. Where the schools have failed in a measure to make an impression, external surroundings [illegible] the persistence of their influences lead and impel the Indian [illegible] of the unorganized forces:- [illegible] and other [illegible], travel, influence of well [illegible] in the [illegible]; social and commercial intercourse with the whites; and [illegible] isolation on reserves.

[illegible] of school; day schools, boarding schools, and industrial schools. In day schools, the pupils attend during the school hours, but go home after school hours. They correspond to the elementary rural schools among white communities. In boarding and industrial schools, the pupils receive instruction on the subjects of the course of study and are taken care of by the school after school hours. That is, they live in the school. Hitherto, the distinction between boarding schools and industrial schools was that some industrial arts, such as carpentering, painting and cooking, were taught in industrial schools, but this distinction has now practically disappeared, and boarding schools now attempt to teach as many of the industrial arts as possible. These industrial arts are taught in addition to the subjects of the course of study.

The number of day schools has increased since 1901. Table 2 shows the number of day schools for each year since 1901 together with the number of day schools conducted by the various

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denominations during the same period.

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	1901	1905	1910	1915	1921
Number of day schools	226	232	241	[illegible]	253
Undenominational	36	44	50	49	53
Roman Catholic	72	74	73	0	87
Church of England	77	68	70	71	71
Methodist	33	41	40	40	38
Presbyterian	5	6	6	5	3
Salvation Army		1	2	[illegible]	1

[illegible]alation shows that the percentage of schools conducted by the Church of England of the total number of day schools in operation during a single year has decreased from 35% in 1901 to [illegible] in 1921. With regard to Methodist schools the percentage [illegible] decreased since 1905 when the percentage was 17.52%. In 1921 the percentage was 15.02%. But in the case of the Roman Catholic schools the proportion in 1901 was 32.29%, and in 1921, 34.39% an increase of 2.10%, but the greatest increase is to be noted in the case of undenominational schools where the percentage has increased from 16.15% in 1901 to 20.95% in 1921 or the total increase has been 4.80%. Clearly denominational control is decreasing except in the case of Roman Catholic control, and undenominational schools are increasing although the increase or change is gradual. Diagram 1. shows the situation graphically.

Very little can be said about the equipment of the [illegible]ools, as no statistics are available. The prevailing type is that of the one room school with cloak room for boys and for girls. The crudest kind of school buildings are usually found in remote districts, while in the older and more settled parts of the country, modern school houses comparing favourably with the best in white communities, are found. That the standard of school building is improving is quite evident [illegible] old schoolhouses fall into disuse and no additions [illegible] erected, a sense of civic pride exerts a strong influence toward the erection of modern structures which would serve most efficiently the purposes for which they were intended.

The most serious fact in regard to Indian eduoation is that of the irregular attendance. It is serious because of its causes and because of its consequences. The reports of the Department of Indian Affairs are replete with instances of irregular attendance at the day schools. Statistics are available and they show the condition of affairs. The percentages of attendance of the total enrolment in all day schools in Canada for all years from 1897 to 1921 are given in TABLE 3.

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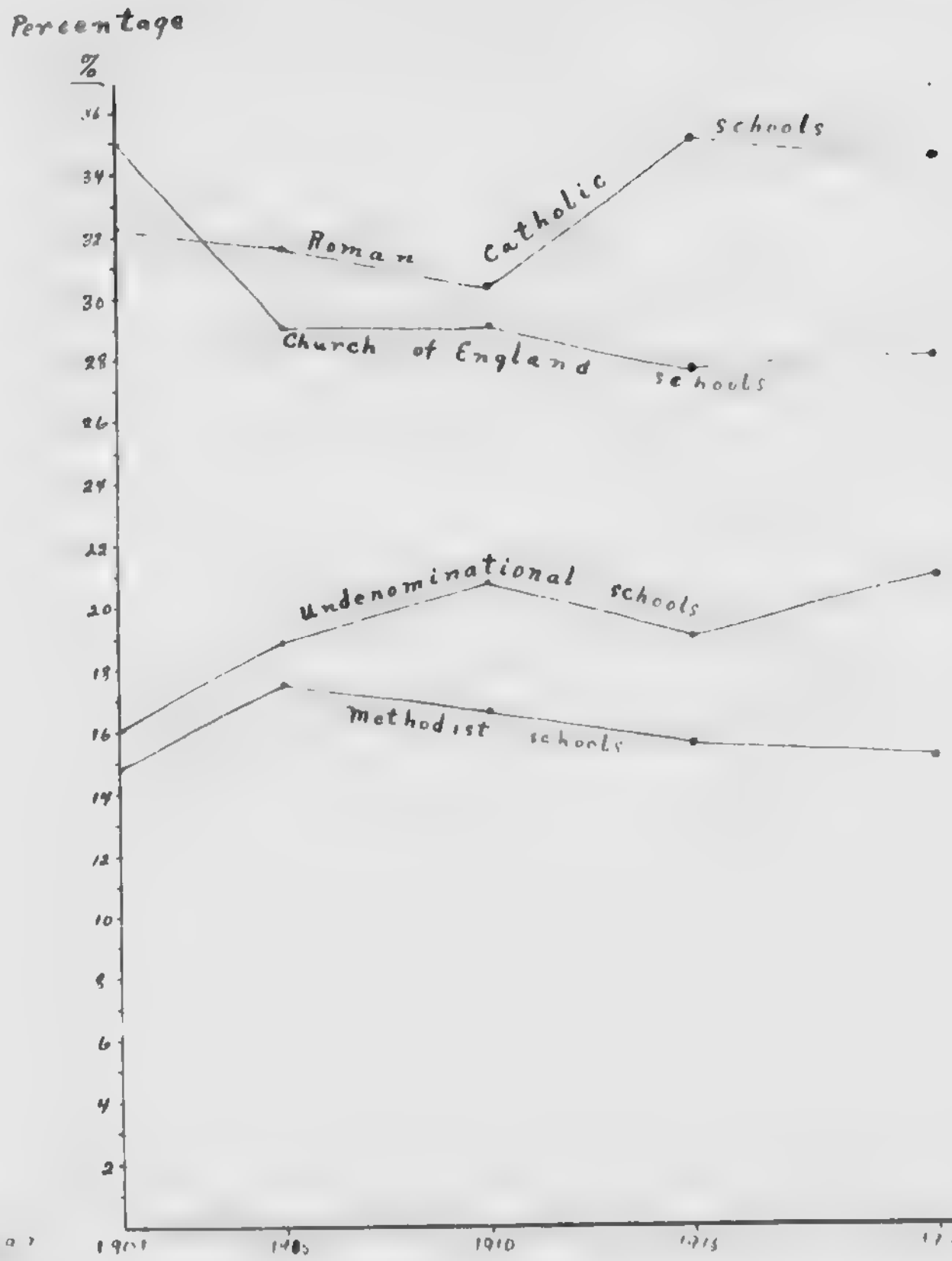


Diagram I — Showing the percentage of all day schools under denominational and undenominational control during various years.

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TABLE 3.

Attendance - Day Schools.

Per cent. attendance of Enrolment.

1897 - 43.52	1912 - 46.46
1898 - 44.18	1913 - 48.34
1899 - 52.43	1914 - 51.52
1900 - 51.08	1915 - 49.56
1901 - 49.37	1916 - 49.78
1902 - 48.05	1917 - 54.02
1903 - 45.80	1918 - 51.77
1904 - 45.73	1919 - 49.06
1905 - 48.02	1920 - 47.02
1906 - 46.86	1921 - 50.30
1907 - 47.36	
1908 - 46.75	
1909 - 47.01	
1910 - 4 .55	
1911 - 46.01	

Diagram 2 shows a comparison in attendance of v provinces and all Canada with the attendance in Indian da schools. While there is no noticeable improvement durin the 25 years, yet calculation reveals a slight improvement if the averages of 10 ear periods are taken into consideration. The average for the ten year period from 1901 - 1910 is 47.22%, while the aver ge for the period from 1911 - 1920 is 49.35%, an improvement of 2.13%.

What are the causes of this irregular attendance at the day schools? Clearly the most important reason for this condition is that the Indians have not yet realized the importance of education. Isolated on their reserves where a comparative simplicity and crudity of social and commercial life prevails, they have not yet felt the need of adequate preparation for the activities of life. In 1900 Mr. J. A. Smart, in his report to the Minister f the Interior on the condition of Indian education in Canada stated: "So long as the Indians remain a distinct people and live as separate communities, their attitude toward education will in all likelihood remain much as it is to-day, which means that they will not be anxious for further education for their children than will serve as a convenience and protection with regard to such dealings as they have with the white populations."

"In the younger provinces the same motives actuate the Indians who are in contact with settlement, and the interest taken in education on the reserves bears a distinct relation to the extent of their intercourse with the outside world, and consequently is increasing." Mr. Frank Pedley, Deputy Superintendent of Indian Affairs in 1905 stated in his report to the Minister of the Interior for that year. "Education is naturally followed by Indians as by most others rather as a

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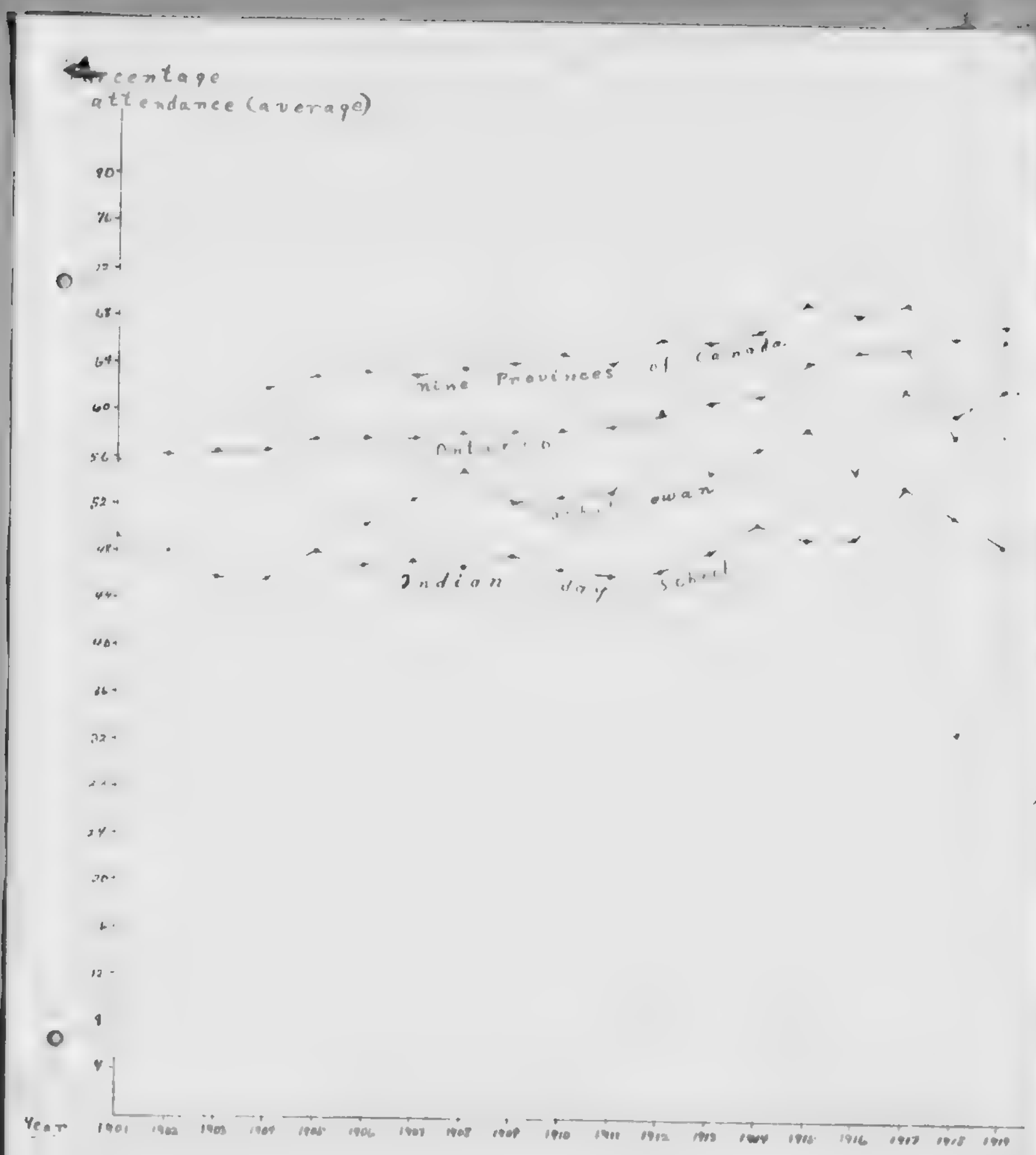


Diagram 1. — Comparison of the average attendances in percentages in Indian day schools, and in the publicly controlled schools of Ontario, Saskatchewan, and all Canada (nine provinces).

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means to an end than as an end in itself, and is appreciated in proportion as its material advantages are apparent to them and this bears a distinct relation to the comparative crudity of their social relations and commercial enterprises."

"Until the Indians amalgamate in a manner they have not so far done with other classes of the community, it need not be expected that beyond the rare exceptions occasionally met with, they will manifest any desire for higher education. In so far, however, as concerns direct material benefit, increasing contact with civilization extends their appreciation of a certain standard of instruction."

Other causes, some of them bearing close relation to the basic cause mentioned above operate against regular attendances at day schools. The migratory habits of some bands in outlying districts do not conduce toward regular attendance. This instinct of migration is still strong among many present day Indians who are not yet far advanced from their former state, and there is another instance where their former mode of living interferes with their adaptation to modern social conditions. Hunting, fishing, lumbering, agricultural operations especially in fruit regions entice many Indian families away from the reserves. Efforts have been made to adapt the school year in such a way that the holidays occur during the period when the families are away.

It is quite evident that people, who do not feel the need of education for themselves and for their children, will either keep their children at home, or will indulge their varying whims which in most cases means irregularity in attendance. Just as soon as a boy or girl is old enough to become useful in the work around the home, which usually takes place at the age of 13 or 14, their education by the day school is very often discontinued. Disinclination to attend on the part of the children for any cause or causes in many cases [illegible] words of encouragement or of compulsion from parents.

Other causes are poverty, lack of suitable clothing, sickness, inclement weather, bad roads, and long distances from school. The ways in which these factors prevent regular attendance are quite evident. It may be mentioned in passing that irregular attendance through inclement weather, bad roads, and long distances, is more frequent among schools situated in remote and unsettled districts.

While in the main the attitude of Indians toward schools is that of passive indifference rather than energetic reaction [illegible], still there are instances where the attitude is entirely and unmistakably hostile. This hostility is based on the belief that children who have received a different education from their parents will be separated from their parents in the great hereafter. As is to be expected, hostility from this reason is confined mainly to pagans. Mr. J. A. Smart, quoted elsewhere, in his report for 1899, stated in this connection. "In the first stage, before instruction of education can be commenced, a great deal has to be done in the way of eradication

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of superstition and prejudice, and in overcoming fear not unnaturally entertained by the parents that education will not only destroy sympathy between them and their offspring in this life, but through the inculcation of religion separate them in a future state of existence." Mr. Frank Pedley in his Report for 1903 stated in the same connection: "Pagans outside the sphere of civilization are disposed to regard education as an attempt to erect a barrier between them and their children". Needless to say, hostility to education is decreasing and the irregular attendance due to this cause is now comparatively insignificant.

It might be interesting to investigate if all the children of school age are enrolled at the different schools. Children of school age are those whose ages are anywhere from 6-15. Unfortunately accurate statistics are not available, but enough information can be gathered to show the attendance in a general way. TABLE 4 shows the percentage of the total number of children of school age in Ontario for the years 1910 to 1916. The enrolment in all schools, day, boarding and industrial, were considered in the calculation.

TABLE 4. - 1910 - 71.30
1911 - 65.01
1912 - 71.43
1913 - 66.66
1914 - 69.42
1915 - 80.64
1916 - 74.17

The question may now be asked, what measures are taken to promote regular attendance at day schools? The most important means and measures used to promote regularity of attendance are as follows:- provision of noon day meals to pupils; conveyance to and from school when pupils live at distances to school are great; [illegible] regular attendance; [illegible]. It would be interesting to examine how these measures have affected the attendance at schools where they have been tried, and fortunately some statistical information, although not by any means exhaustive, is obtainable. The statistics refer to some day school in Saskatchewan, and, while no systematic effort seems to have been made to watch the result of some of the measures taken to improve attendance, sufficient information is available to show that marked improvements usually attend sustained efforts in that direction. The following day schools in Saskatchewan; Mastawasis, Fort a la Corne South, James Smith, and John Smith provided mid-day meals for pupils and also conveyed pupils to and from school during the winter, during the years 1910, 1911, 1912, and 1913. Moose Mountain and Day Star schools provided noon-day meals only, during the same years. TABLE 5 shows how the average percentage attendance at these 7 schools compares with the percentage

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attendance in Indian day schools in Saskatchewan and in all Canada.

Table 5.

	1910	1911	1912	1913
Seven Schools	52.50%	56.83%	64.95%	60.35%
Saskatchewan	47.08	50.28	54.80	53.53
Canada	46.01	46.46	46.46	48.34

It would not be fair to say that the greater regularity in attendance was wholly due to the provision of mid day meals and to conveyance, as other factors, such as the influence of an energetic teacher, and enforcement of compulsory clause, may have promoted the noticeable improvement. Much of the improvement, however, must be placed to the credit of these measures.

The cost of these meals is met from funds provided by the Department of Indian Affairs. The Indian bands in the vicinity of the school gardens are used to supply [illegible] schools providing such meals have special [illegible] accommodation, such as suitable [illegible], for such purpose, and a matron usually [illegible], thus relieving the day school teacher [illegible] onerous duties.

The prizes given take various forms, such as money, clothing, books, medals and so forth. It is clear that prizes do not constitute a potent factor in promoting regular [illegible]. The Indians live in the [illegible] in any form a year in [illegible] the majority of Indian children. [illegible] is present satisfaction. Furthermore, it has been found that a few zealous pupils will try to attend school regularly in spite of sickness in order that they might win the reward. For a great many pupils, the prizes lose their appeal early in the school year because of repeated or continued absence from school for various reasons, and all chances of winning have been forfeited.

In 1908 regulations [illegible] children were passed, and the substance of [illegible] was to make attendance at school compulsory. Some of the clauses are as follows:- "All Indian children between the ages of 6 and 15 shall attend a day school on the reserve on which they reside for the full term during which the school is open each year, unless excused for the reasons hereinafter mentioned."

No parent, guardian or other person shall be liable to any of the penalties of these Regulations in respect of any child.

(a) If the child is under efficient instruction.
(b) If the child is unable to attend school by reason of sickness or other unavoidable cause.
(c) If there is no school within two miles, measured by the nearest road from such child's residence, if such child is under ten years of age, or within 3 miles, if over this age;

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(d) If the child has been excused as hereinafter provided, from attending school;
(e) If the child has passed the entrance examination for high schools."

Provision is made for the relief of any child from attendance at school for any period not exceeding two weeks during each of the four school terms or quarters if "the services of such child are required in husbandry, or in urgent and necessary household duties, or for the necessary maintenance of such child, or of some Indian dependent upon such child." "Indian agents may appoint one or more persons to act as truant officers on each reserve for the enforcement of these Regulations."

The penalty for neglect or refusal [illegible] school is a fine of not more than two [illegible] for a period not exceeding ten days or less.

The enforcement of [illegible] great deal of difficulty, [illegible] remote parts of the country, [illegible] their advancement when such [illegible] when the social feeling favourable to compulsion in educational matters is so predominant that the operation of such [illegible] ...ble enough, and [illegible] ...easure for the [illegible] ...to urge [illegible] ...for [illegible] ...advanced. But in the case of more advanced bands in well settled parts of the country, a firm enforcement would no doubt be attended with beneficial results. Future improvement in attendance [illegible] ...ch these regulatory regulations are enforced, and the situation, although perhaps not so serious as statistics seem [illegible] undoubtedly calls for a [illegible].

The number of families [illegible] regular attendance is for [illegible] male and incorrigible [illegible] very many parents in order that [illegible] an education, and such parents are [illegible] all those engaged in Indian work.

But unfortunately there are always a few delinquent parents whose children, by the great irregularity of their attendance, seriously affect the average attendance of the [illegible] attend. It is very probable, that the great irregularity of attendance shown by statistics appears greater than it actually is.

The compulsory attendance laws have been in force on the Six Nations Reserve for a number of years and to this Reserve we now turn to study the effect of compulsory laws on average attendance. TABLE 6 and DIAGRAM 3 show percentages for the years indicated. The percentages are lower than that of all Canada as shown by DIAGRAM 3.

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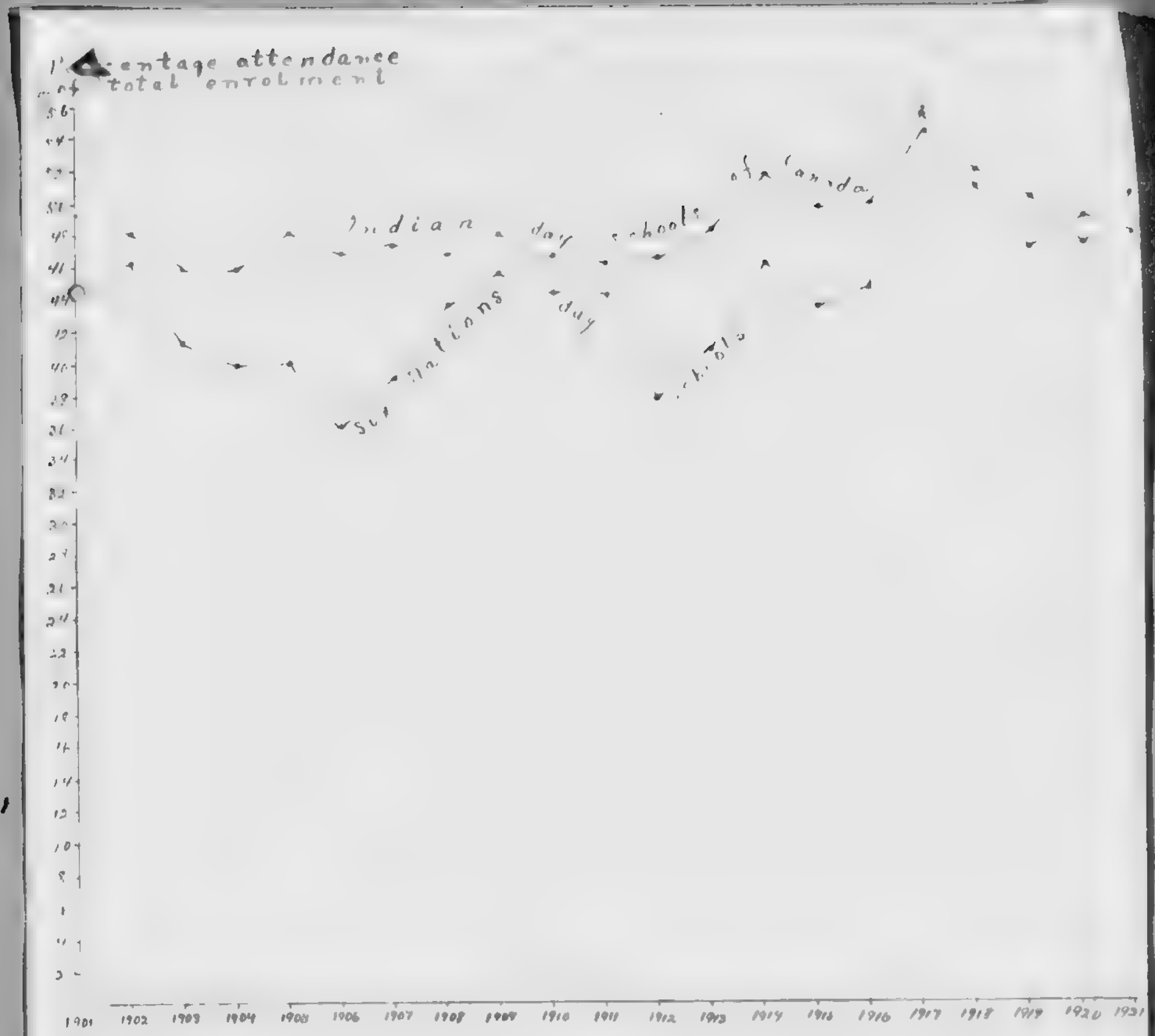


Diagram 3.- Comparison of percentage attendances of total enrolment in Indian day schools in Canada and in Six Nations day schools.

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TABLE C.

Average Attendance in Six Nations Day Schools.

1901 - 44.58	1912 - 37.54
1902 - 46.35	1913 - 40.59
1903 - 41.01	1914 - 46.01
1904 - 39.83	1915 - 43.35
1905 - 39.89	1916 - 44.40
1906 - 35.93	1917 - 55.22
1907 - 38.71	1918 - 50.69
1908 - 43.49	1919 - 46.06
1909 - 45.49	1920 - 48.[illegible]
1910 - 44.19	1921 - 47.70
1911 - 44.58	

[illegible] two schools. When the report is [illegible] will appear on two reports. It is [illegible] will be [illegible] is should [illegible] (1901-1910) is 41.35, [illegible] 45.70, [illegible] 11 [illegible] of 3. [illegible] schools in [illegible] the same period.

[illegible] been followed in [illegible] school. At the present [illegible] the same as that [illegible] in which [illegible] of [illegible]

[illegible] of the [illegible] subjects in the course of [illegible]

* note- In the original, at McMaster University, the "programme of studies" on the back of the Indian School Register, is attached on this page.

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Taking the figures given above as the basis it is found that only 44.44% of the 36 teachers have proper qualifications. In Ontario among white communities in 1919 - 1920, of 6149 teachers in rural schools 5625 teachers, or 91.48%, had qualifications qualifying them to teach in Ontario schools. The difference between 91.48% and 44.44% is too large even at this stage. The situation undoubtedly demands careful attention.

How long do Indian day school teachers hold office in one school? Here again the widest diversity exists. There are instances where teachers have remained in office at one school for quite a number of years and there have been instances of schools where two or three changes in teachers had taken place in one school year. In the matter of the tenure of office in Indian day schools, the Reports of the Department furnishes some information although the information is not exhaustive. The day schools of Ontario were chosen again in this examination. The names of schools and the names of teachers teaching in these schools are given in each Report. For instance, the names of 69 identical schools are found in the Reports for 1910 and 1911 and 71 names of teachers appear [illegible] with these 69 day schools. 46 names out of 71 [illegible] in the 1910 Report appear again in the 1911 Report and 25 names [illegible] changes from 1910 [illegible]. The [illegible] change is almost one third [illegible] evils will attend such frequent changes.

TABLE I.

Years	No. of Schools	No. of Teachers	No. of Names the same	No. of Names Different	Percentage change.
1910-1911	69	71	46	25	35.21
1911-1912	75	77	48	29	37.66
1912-1913	72	74	54	20	27.03
1913-1914	76	77	54	23	29.87
1914-1915	73	78	55	23	29.48
1915-1916	71	75	55	20	26.66
1916-1917	70	74	43	31	41.89
1917-1918	74	78	57	21	26.91
1918-1919	74	78	54	24	30.77
1919-1920	70	74	43	31	41.89

The question must now be asked; What are the reasons for the difficulty of securing qualified teachers, and of keeping such teachers as are obtained, in Indian day schools? Ten Public school Inspectors answered these above questions placed on the questionnaire which was sent to them in the autumn of 1921. Eight of the ten Inspectors gave low salaries as the reason. Five mentioned physical and social isolation. Other causes

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mentioned are, the irregular attendance of pupils, the unattractive nature of the work, the difficulty of securing suitable boarding places, and the unsympathetic attitude of parents toward education.

Unfortunately, information concerning the salaries paid to Indian day school teachers is lacking. The salaries paid to teachers depends on the qualifications they possess, and according to latest information, the salary scale ranges from $500.00 to $800.00 per annum, plus a bonus of $150.00 during the last four fiscal years. In Ontario the average salaries in public elementary schools is $1348.00 per annum for men teachers, and $817.00 for women teachers. Salaries are however increasing and in some Indian schools, the salaries paid exceed those paid in neighbouring white communities.

They would be compelled, for the sake of convenience, to live among a people who speak a different language, and who have different customs and ideals. This unattractive feature of social and physical isolation will probably operate against the employment of properly qualified white teachers for some time to come unless the salaries offered are sufficient to overcome this disadvantage. However, the difficulty of securing qualified white teachers due to this cause does not appear to be altogether hopeless. Settlement of the country is continually progressing and the extension of railways, both steam and electric, and building of good roads are continually overcoming physical isolation. As far as social isolation is concerned, that will gradually become less and less as Indian children assimilate more and more the languages, customs, and ideals of the white people. No doubt [illegible] residences have tended to ritigate social isolation, and to prolong the tenure of office of the teachers. The difficulty of securing suitable boarding houses is also thereby removed. Extension of this residence idea to more schools has not yet been attempted, but therein lies the hope not only of Indian day schools, but of the rural schools of Canada in general. Difficulties would no doubt be encountered of the same kind as are encountered among white communities and, in addition, there would be the difficulties of adjustment inevitable in denominational control of schools. There are, however, a number of reserves where schools might be consolidated without the necessity of adjustment between the religious denominations. The Six Nations reserve may be mentioned as one reserve where consolidation of schools would be attended with beneficial results. The point here, however, is that gradual consolidation of schools would, in addition to many other advantages, provide social intercourse between teachers and would remove much of the unattractiveness of the work to some teachers.

Discouragement often assails a teacher because of the irregularity of attendance and because of the unsympathetic attitude of some parents. Diligent and painstaking work shows comparatively poor results in the face of irregularity of attendance. All that can be said about the unsympathetic and

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unappreciative attitude toward teachers' work not only in some Indian schools but in other schools as well is that such a thing is disappearing. One of the important qualifications that a teacher carries into the teaching profession is that of vicariousness.

Pupils in Indian schools are divided into six standards. An Indian pupil passes from standard I through [illegible] standard to standard 6. The correspondence between the [illegible] system and the system adopted in Indian schools is shown in [illegible].

[illegible]

[illegible]	I	II	III	IV	V	VI
[illegible]	1	2	3	4	5	6

It may be stated, however, that [illegible] correspondence in the [illegible] means uniform.

We [illegible] the [illegible] school district [illegible] any improvement [illegible] or not. TABLE 8 shows the [illegible] different standards in the day schools.

[illegible]

[illegible]	[illegible] I.	II	III	IV	V	VI
1901	[illegible]	[illegible]	13.04	7.12	2.53	.83
1906	59.76	16.32	14.34	6.14	2.15	.46
1910	[illegible]	[illegible]	14.12	7.08	2.50	.60
1915	54.24	[illegible]	12.20	7.18	2.74	.62
1921	54.14	[illegible]	14.51	8.36	3.11	.79

It is seen that there is a great disproportion in the distribution of the pupils in the different standards. DIAGRAM 5 shows the standard distribution for the years 1901, 1911, and 1921. There is a slight improvement during the 21 year period as shown by the more gradual curve for the year 1921.

DIAGRAM 6 gives a comparison of grade [illegible] in Ontario for the year 1919 with standard [illegible] day schools for the same year. With regard to Indian schools, the school year corresponds to the fiscal year which ends March 31. The school year in Ontario corresponds to the calendar year.

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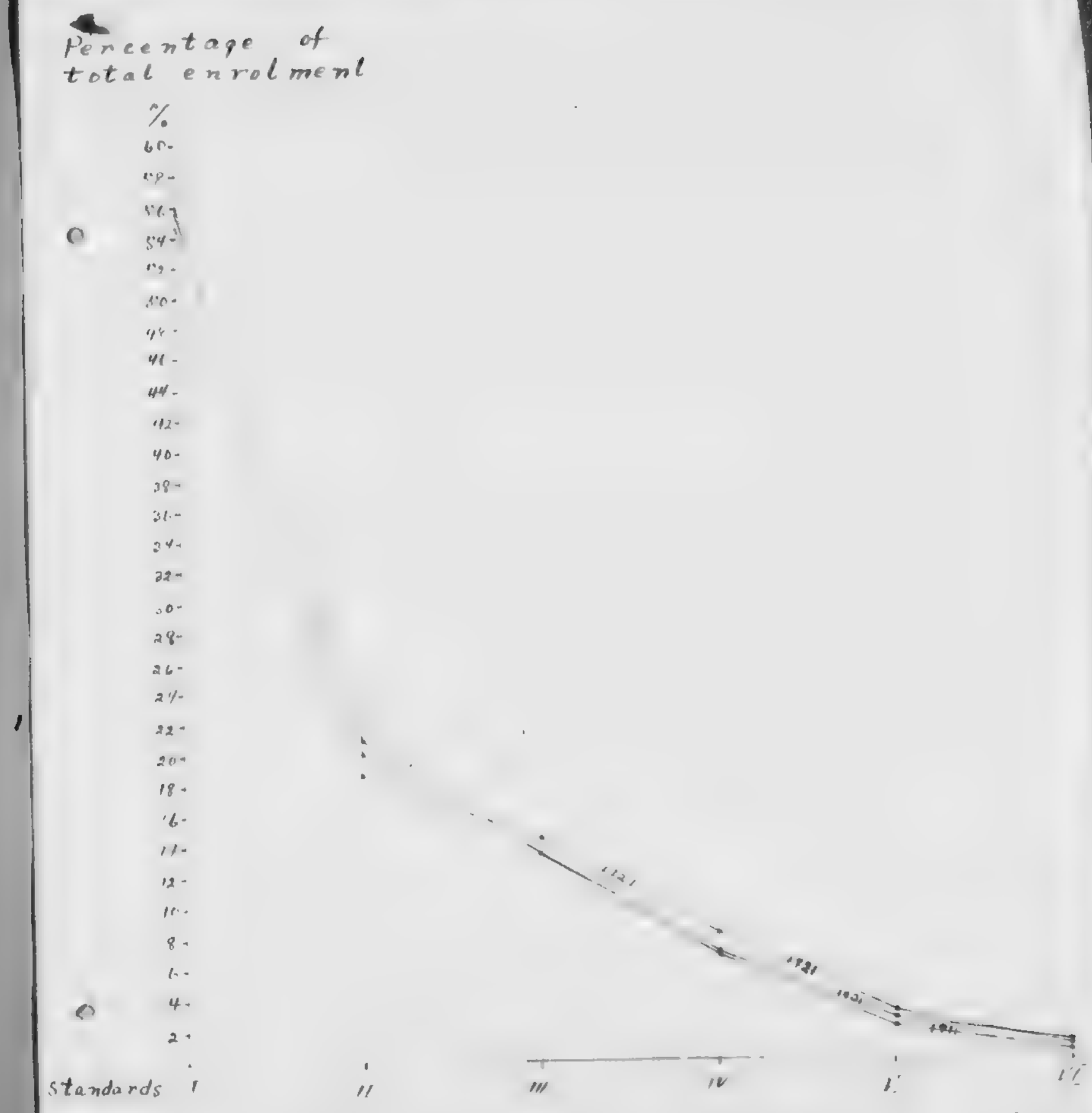


Diagram 5.- Standard distribution of pupils in Indian day schools for 1861, 1911, and 1921.

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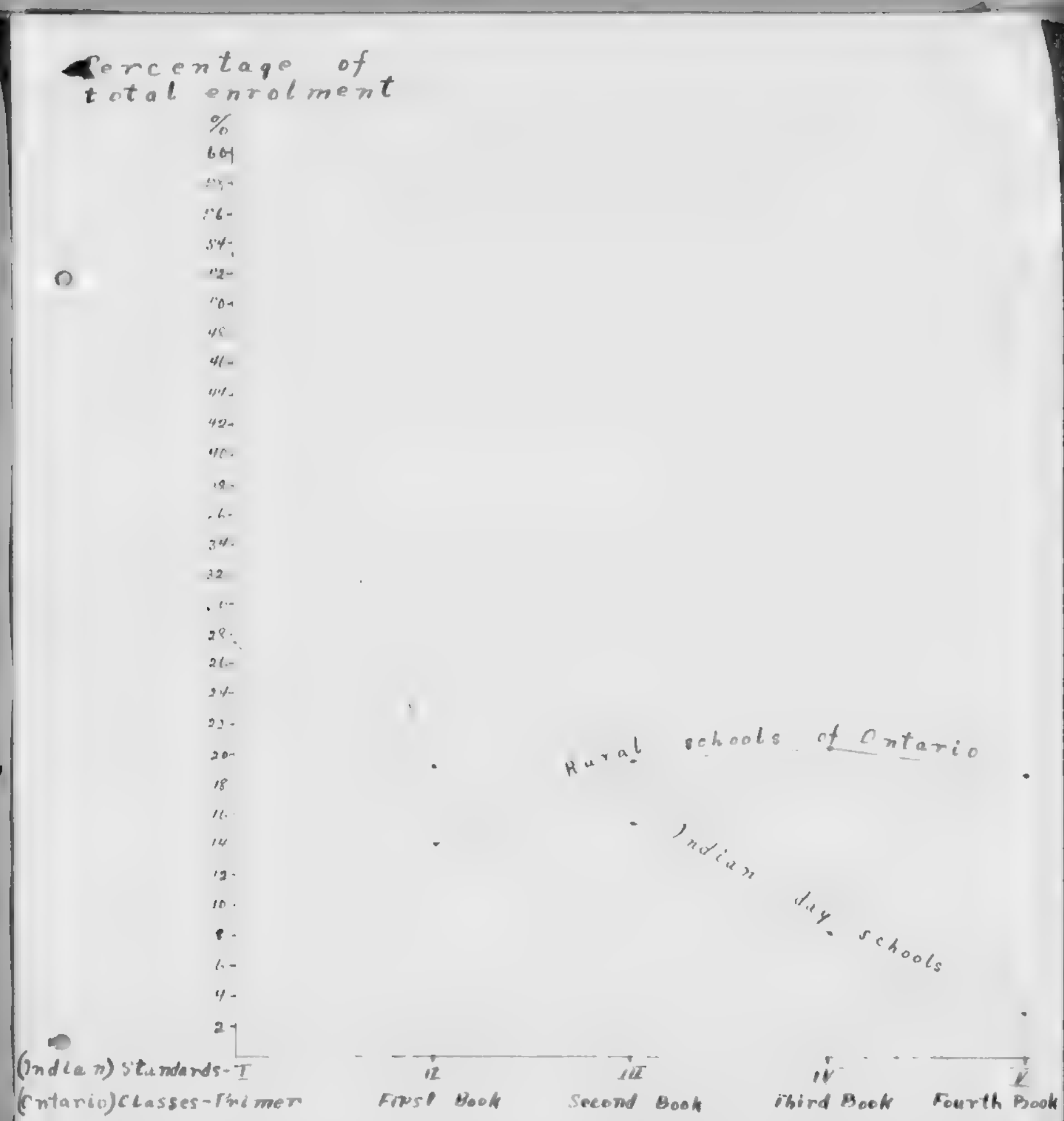


Diagram 6 - Comparison of standard and class distributions in Indian day schools and Ontario rural schools (1919).

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In the case of the grade distribution of pupils in [illegible] rural schools were taken into consideration.

It is quite clear that there is a great disproportion in the distribution of the pupils in day schools, especially so in standard I and standard II, and it is also clear that the improvement in distribution during the 21 year period is very slight. It simply means that a large number of pupils in Indian day schools go out into the world equipped with no more than the education provided in the course of study in the first two standards. A large number never get out of standard I. There must be reasons for such a disproportionate distribution and it is to a consideration of these reasons that we now turn.

One reason which is self-evident is that of the irregularity of attendance, through which pupils are not able to do the work of a standard in one year. Retardation through irregularity of attendance seems to occur most [illegible] standard I. When pupils fail to make the next [illegible] spasmodic attendance, [illegible] the subject [illegible] pupils younger [illegible] to age-grade or [illegible]-standard distribution [illegible] inable, and therefore comparisons can not be made [illegible] grade distribution in white schools, yet it is certain that there are differences. That is, the average age of Indian pupils in the different standards is certainly higher than the average age of white pupils in corresponding grades.

One other reason which causes this disproportionate distribution, and which [illegible] some bands is even more important than [illegible] of the difference in language. [illegible] instruction is in the majority of schools, either English or French, which differs altogether from the native languages of the children. Consequently, instruction in the subject matter of the course of study is really impossible until the child has become able to express and understand ideas through the medium of English words and sentences. This disadvantage is most felt at the entrance of the pupils into a school, especially so when their parents use the native [illegible]. The influence of the child's environment [illegible] in school is quite evident here. An Indian child who is in an English language environment from its birth learns to speak the English language, and not a trace of Indian accent can be noted in its pronunciation of English words.

These reasons, irregularity of attendance, and difference in the [illegible] of the pupils and the language of instruction, [illegible] reasons [illegible] pupils in the standards. And it is [illegible] both these lessen as the closer contact to the extent of the Indians' intercourse with white people. As has already been stated, the Indians' appreciation for an adequate education depends upon the benefits they derive therefrom in their commercial and trade dealings with white people.

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The obvious remedy is the increase in the frequenc of contact between the Indian people and the population of the assimilating group along all social lines. Such increase in the frequency of contact will not only improve irregular attendance, and make the English language more commonly spoken in Indian schools, but will generally accelerate the whole process of assimilation. In fact, the hope for an adequate solution of the Indian problem appears to be in that direction. However, this matter will be treated more fully later on.

Other causes of the disproportionate distribution will now be enumerated:-

1. The number of pupils who are late in beginning school.
2. The number of small children who commence before six and discontinue during the winter.
3. Inefficiency (including inexperience) on the part of the teacher.
4. Early school leaving age.
5. Frequent change of teachers.

The Departments and Industrial schools remain to be considered together as much as possible. As early as 1880 the Deputy Superintendent General of Indian Affairs stated in his Report, "The Indian youth, to enable him to cope successfully with his brother of white origin, must be liberated from the prejudicial influences by which he is surrounded on the reserve of his band. And the necessity for the establishment more generally of industrial schools, wherein Indian children, besides being instructed in the usual branches of education, will be lodged, fed, clothed, kept separate from home influences, taught trades and habits of [illegible] generally, appears more apparent", Again in the Report of 1890 the following statement is found, "It would be highly [illegible] to establish the age of seven or eight years and keep them at school [illegible] their having had a thorough course of instruction, not only in ordinary subjects taught at public schools but in some useful and profitable trade, or in agriculture, as the aptitude of the pupil might indicate he was best fitted for."

These quotations from the reports of the Department of Indian Affairs indicate the considerations which led to the establishment of industrial schools. These industrial schools were, however, located at widely separated places and Indian pupils who were enrolled at these institutions, were separated from their parents for months at a time, if these pupils came from remote reserves. Naturally there was a certain [illegible] to allow their children to go [illegible] for months or even years. To overcome [illegible] difficulty, boarding [illegible] girls

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were established near many reserves [illegible] their children as often as convenient. [illegible] schools did not attempt to teach any industrial arts in the way that they were taught in industrial schools. The relation between industrial and boarding schools is indicated in the following statement taken from the 1900 Report. "There is, however, no doubt that in so far as obtaining numbers pupils is concerned, the industrial schools are suffering somewhat at the present time. Instead of fulfilling the former, are to of the boarding schools, which, instead of fulfilling the former, are to tended purpose of acting as feeders for the latter, are to some extent supplanting them. [illegible] keep their children in the schools nearer their homes. Quite natural is it for the teachers [illegible] desire to retain their pupils instead [illegible] higher institutions."

Provision is made in the Regulations relating to the Education of Indian Children" for the [illegible] in an industrial or boarding school [illegible] the parents are registered [illegible] Crime states "An [illegible] requisition from the Department of Indian Affairs of its authorized officers on behalf [illegible] Indian child between six and fifteen years [illegible] [illegible] or unwilling [illegible] child, may issue a warrant authorizing [illegible] therein to search for and take such child [illegible] such child, and a child [illegible] boarding school may be [illegible] years is reached; but no child [illegible] the Industrial or boarding school [illegible] child is notified orally, or in writing, by [illegible] of the Peace, Indian Agent or Truant Officer of the intention to commit the child, and four days notice and allowed to lapse between the giving of such notice and the committal of the child." The parent, guardian or other person has the opportunity of showing that provision is being made for the child's care and education under those circumstances the child remains in the custody of the parent.

TABLE 9 shows the number of industrial and boarding schools for the different years from 1892 to 1921. It will be seen that the number of boarding schools has increased during the period, while the number of industrial schools has decreased steadily since 1905.

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TABLE 9.

Year.	Denominational.		Industrial School.
1901	-	42	-
1902	-	43	-
1903	-	45	-
1904	-	46	-
1905	-	47	-
1906	-	50	-
1907	-	51	-
1908	-	52	-
1909	-	53	-
1910	-	54	-
1911	-	54	-
1912	-	55	-
1913	-	55	-
1914	-	56	-
1915	-	56	-
1916	-	56	-
1917	-	56	-
1918	-	56	-
1919	-	56	-
1920	-	56	-
1921	-	56	-

TABLES 10 and 11 show the number of [illegible] and boarding schools respectively under the auspices of the various religious denominations for the years indicated. It will be seen that one or two of the industrial schools are undenominational. Strictly speaking, however, most schools are under the patronage of some particular religious denomination.

TABLE 10.

Industrial Schools.

	1901	1906	1910	1915	1921.
Undenominational	2	3	2	2	1
Roman Catholic	9	10	9	8	8
Church of England	5	5	4	4	3
Methodist	4	4	4	4	3
Presbyterian	1	1	1	1	1

TABLE 11.

Boarding Schools.

	1901	1906	1910	1915	1921.
Roman Catholic	22	23	30	31	32
Church of England	11	12	13	17	16
Methodist	3	4	3	4	5
Presbyterian	6	7	8	9.	5

The relation between the Department and the churches as to finances and system is best shown by the following quotation from Mr. Abbott's Report already mentioned. "The churches receive from $80.00 up to $125.00 per pupil and they keep pupils

the year round, educate, clothe, and su
from the government proves insufficient
ization makes up the deficit. Where on
the government, the government furnishe
keeps up all repairs. When from $100.0
the church furnishes the building but
up repairs. The church selects the
industrial and boarding schools operate
cases nominates the day school teachers
makes a monthly inspection of the schoo
conditions to the Ottawa office. In two
there is an additional inspec
of the previous, who also
the
Government Agents
all me
of the equipment
schools will be
and the pupil
equipment
of elevent
in the province where the school is situated; and
church shall
the remot
"

scal, and still
extensive towns for the storage of grain
and care of live stock, principally cattle and horses,
form part of industrial schools.

tenure of office,
is not available, and
much is certain, however,
and board and room, are generally more
ential schools than among day schools.
to expect that teachers who have inclin
Indians would probably be attracted mo
where social isolation, and in most ca
are reduced to a minimum.

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In these residential schools, the average attendance is very high as compared to the average attendance in day schools. TABLE 12 gives the percentage attendance of the total enrolment in boarding and industrial schools from 1910 to 1921.

TABLE 12. Percentage Attendance of [illegible].

Year	Day Schools.	[illegible]	[illegible].
1910	26.55	[illegible]	[illegible]
1911	27.01	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	29.34	[illegible]	[illegible]
1914	31.58	[illegible]	[illegible]
1915	30.[illegible]	[illegible]	[illegible]
[illegible]16	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]
[illegible]18	32.[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]
1920	[illegible]	[illegible]	[illegible]
[illegible]21	[illegible]3	[illegible]	[illegible]

[illegible] in [illegible] schools, [illegible] in [illegible] to [illegible] in [illegible] schools in [illegible] to [illegible] 1910, [illegible] 14, [illegible] 18, [illegible] 21.

[illegible].

[illegible].

Year	I	II	III	IV	V	VI
[illegible]1	32.32	20.60	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]3	33.70	19.67	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]1	34.32	15.70	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]15	[illegible].59	19.63	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]1	30.06	16.28	[illegible]	[illegible]	[illegible]	[illegible]

[illegible] 14.

Year	I	[illegible]	[illegible]	[illegible]	[illegible]	VI
[illegible]11	39.93	21.45	19.97	[illegible].20	5.05	.91
[illegible]3	35.53	19.42	23.15	13.23	5.[illegible]	[illegible]
[illegible]	33.20	21.31	18.57	14.48	9.3[illegible]	[illegible]
[illegible]15	39.87-	18.64	18.45	13.64	16.76	[illegible]
[illegible]21	39.20	17.68	19.11	13.27	7.59	[illegible]

TABLE [illegible] compares the standard distributions in day, boarding and industrial schools for the years 1910 and 1921. It will be noted that the smallest disproportion occurs in industrial schools and the greatest, in day schools.

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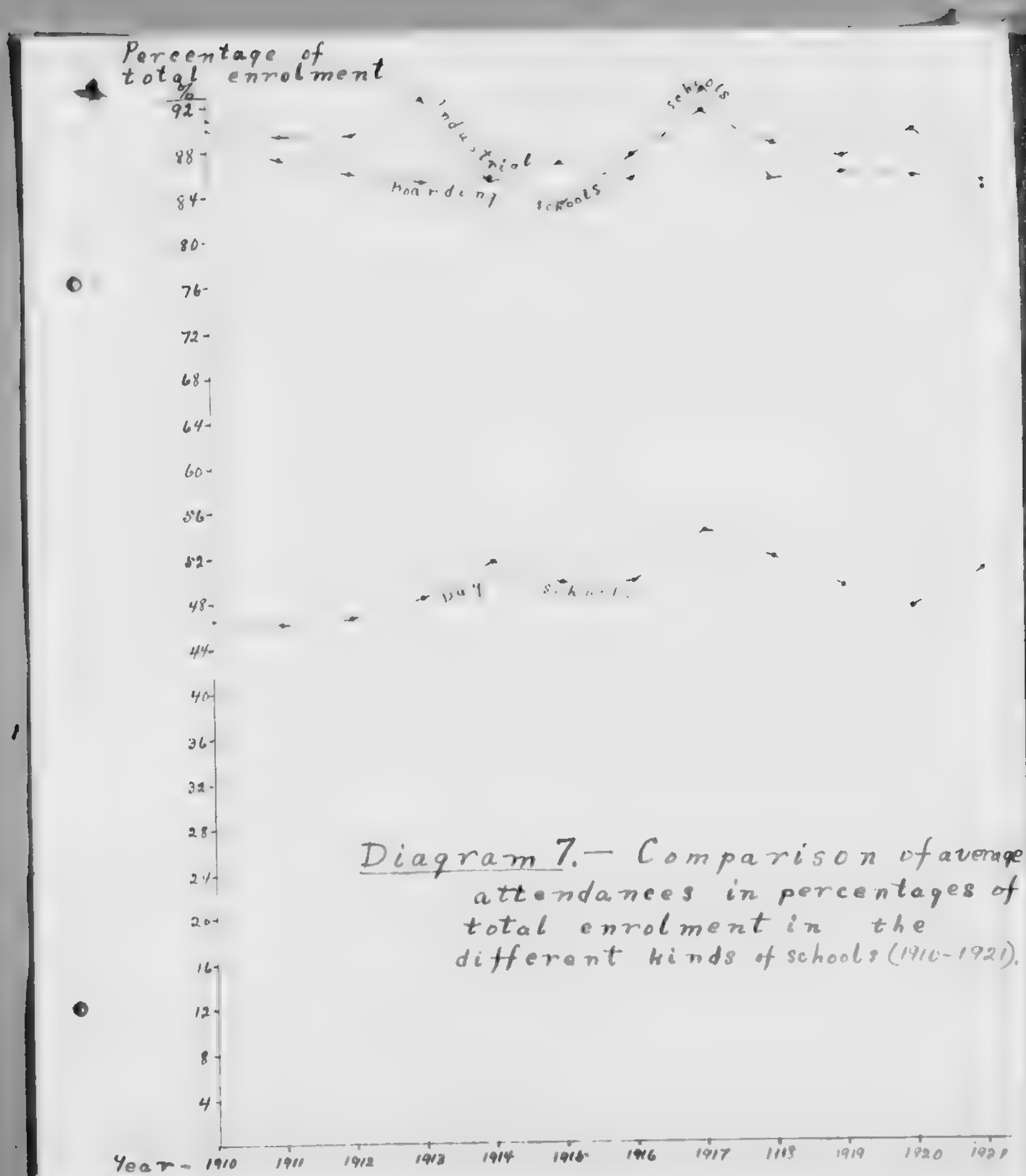


Diagram 7.— Comparison of average attendances in percentages of total enrolment in the different kinds of schools (1910-1921).

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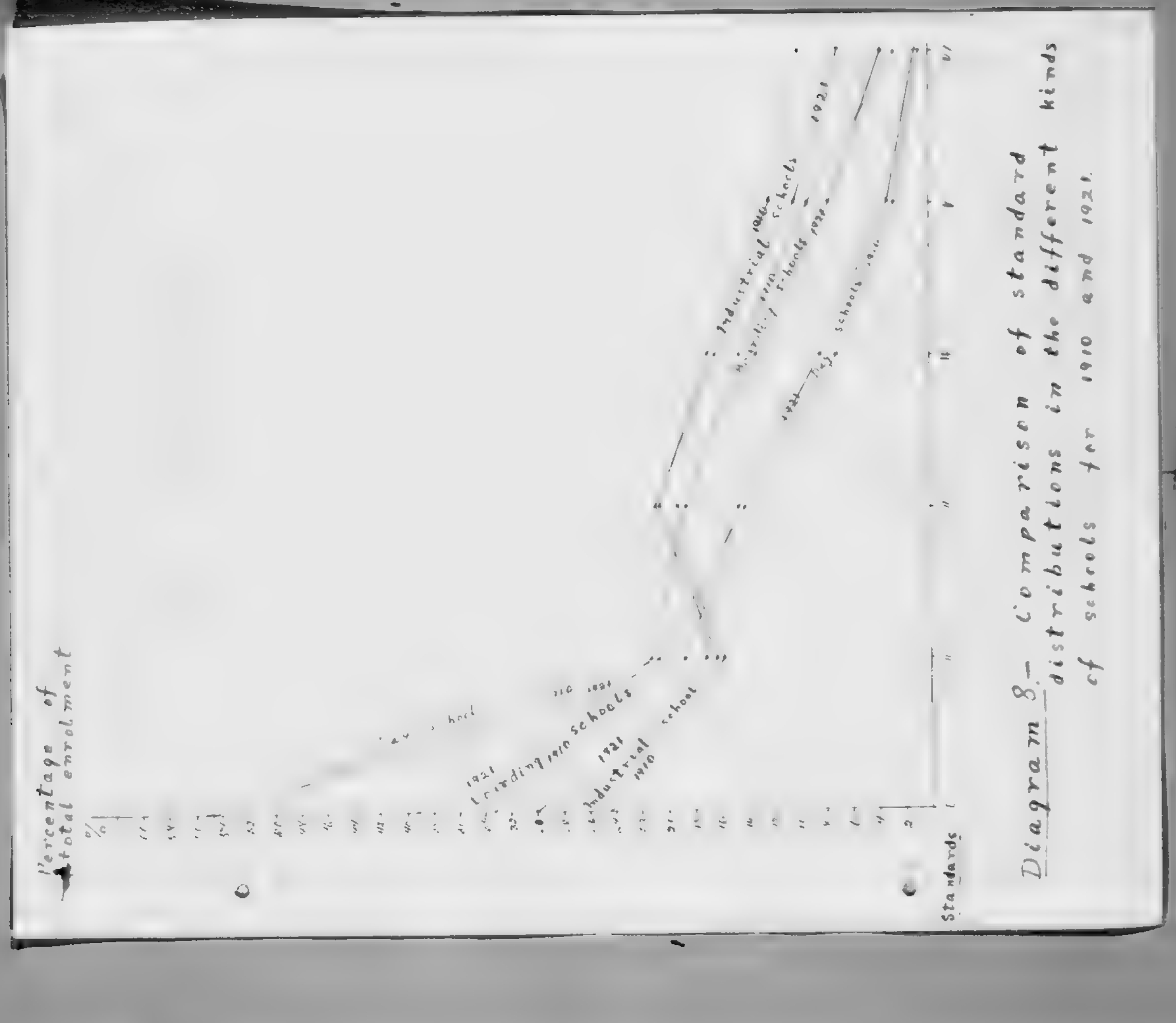


Diagram 8 — Comparison of distributions in the different kinds of schools for 1910 and 1921.

The question may now be asked: Toward what type of school has been the trift of Indian pupils? More specifically, what percentage of the total enrolment in all are [illegible] day schools, in boarding schools, and in industrial [illegible], respectively? TABLE 15 gives the percentages for [illegible] 1901, 1905, 1910, 1915 and 1921.

/Table 5.

Year	Day Schools	Boarding Schools	Industrial Schools.
19[illegible]	63.92	15.10	[illegible]
[illegible]5	64.16	17.22	[illegible]
1911	63.65	20.98	15.17
1915	64.70	21.34	13.[illegible]
1921	62.00	22.13	15.[illegible]

[illegible] now be asked: What measure of success [illegible]-pupils of Indian schools? Have the schools fulfilled [illegible]hope that was placed in them? There have evidently been doubts in the minds of Government officials as to the [illegible] of the system of schools among Indians. The [illegible] Department of Indian Affairs reported [illegible]. "[illegible]." "[illegible]." "[illegible] industrial [illegible] boarding schools depends mainly under existing circumstances upon an experimental solution of the question [illegible] graduates who [illegible] or elevate the conditions [illegible]." [illegible] for 1909 he stated "The [illegible] industrial schools also [illegible]."

"An effort will be made to secure [illegible] make the most important event in a pupil's life, [illegible] graduation, a guarantee of fitness to assume [illegible] responsibilities, and assistance [illegible] will tend to start the graduates at [illegible] occupy [illegible] in a fitting environment."

[illegible] already mentioned, [illegible]

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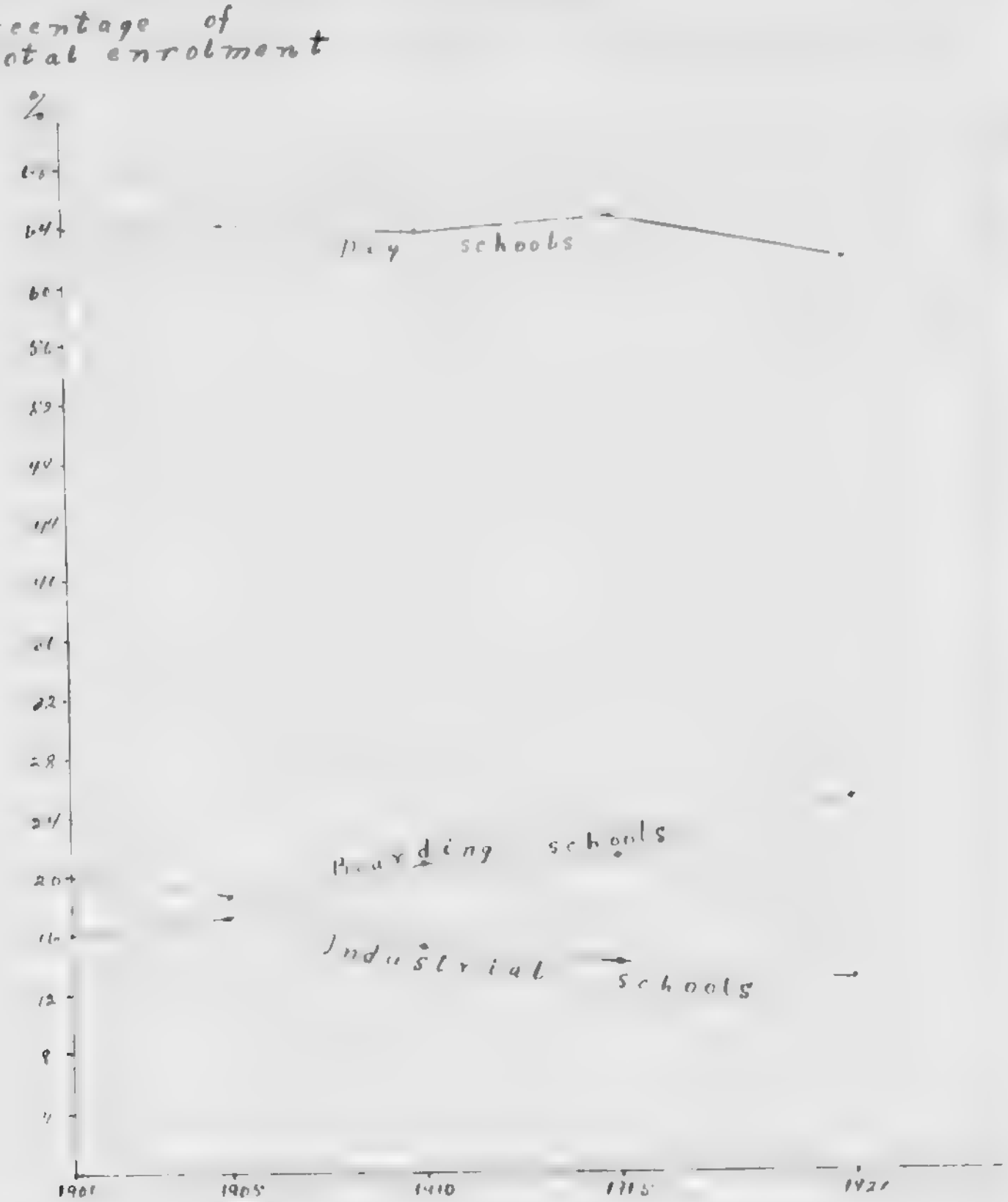
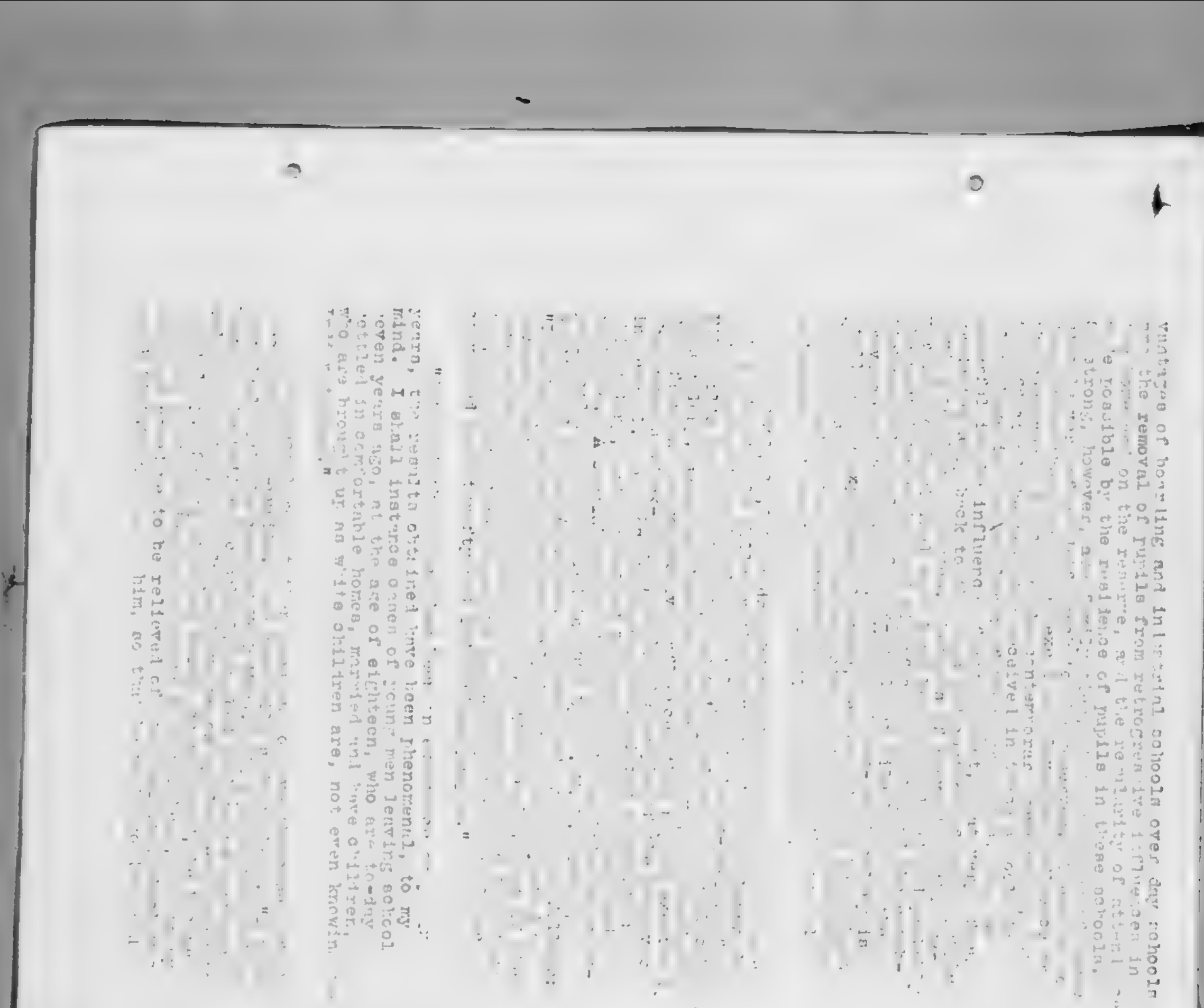


Diagram 9- Showing proportion of pupils enrolled in the different kinds of schools for the years 1901, 1905, 1910, 1915, and 1921.

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make a home for himself. I persuaded the la' to remain in hi[s] position, for at least another year, and in the m[ean]time to hire a man to drive his team, which he had bought with his earnings, and break land on the farm I allotted to him. In 1905 he went to the colony to reside."

"I visited this man's place the o[ther] day. He has a fine frame dwelling, two storeys high, con[taining] five rooms and having a veranlah round the fron[t] side. It is plastered throughout and the kitchen is wainscotted (the house is worth $1500 at least). He has a large stable and four good horses, a [full] outfit of farm machinery, consisting of a wagon, [mow]er, rake, walking and [gang] ploughs, sleighs, etc., a supply of tools and [seed] on a farm. [Fine] trees from the main road to his house. The [whole] presented quite a f[arm]-like scene, there being [many] poultry, calves and colts."

"[He] has [a] wife and [two] sons. His [eldest] son, [Ap]pelle [Cou]rtoreille, is [at] Poorman's reserve Touchwood agenc[y], and [has] been sent [to] school, he [left] school, he w[as] and Ir[ish] [lan]guage."

"Ward [No.] 1 [is] Duwont, [Ap]pelle, and [Ma]ry, kept scrupulou[s]ly clean and whi[te], which ab[ou]t that language i[s] spoken [in] [pa]rticulates in [the] homes."

[The] [re]ported in this colony, [the] supporters of the [Ch]urch. [The] [re]ligious.

[The] statements [are] in [the] [fo]rm [of] [the] [re]port since 1910. "One of [the] most [im]portant [fe]atures of this colony is that it is practically [free] from debt. The whole guaranteed indebtedness to merchants [at] the time of writing this Report does not amount to $275.00." The population of the colony then was 134. "Fully two-thirds of the doctor's visits to this colony are paid for by the Indians themselves." "The parents evince a keen desire to have their children educated, and there is no need to canvass for them, as they are sent to school when of age without question."

It would be interesting to compare the yearly [in]crease in value of real and personal property, and also the [in]crease [in]

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of the colony with those of Saskatchewan, and Ontario. T[illegible] 16 shows the much greater per capita income of the graduates on the colony.

TABLE 16.

	Per Capita Value of Land & Personal Property.			Per Capita Income.		
	Colony.	Sask.	Ont.	Colony.	Sask.	Ont.
[illegible]	3[illegible].37	1363.42	1[illegible].44	306.08	94.25	65.47
[illegible]	2374.61	1197.52	[illegible]	302.60	71.13	66.51
[illegible]	2138.34	1034.82	[illegible]	106.08	79.84	74.77
[illegible]	2117.58	1286.88	[illegible]	435.34	90.51	70.20

[illegible] one that one of the most power- [illegible] increases as far as full [illegible] is the social, physical, moral, [illegible] [illegible] of [illegible] is slow, [illegible] [illegible] [illegible] [illegible].

Before leaving the [illegible] of [illegible] and industrial schools, it [illegible] graduation pupils [illegible] practical help to start them on a career of [illegible] independence.

In the fiscal year 1921, $2,933.84 were spent in [illegible] ex-pupils. The ex-pupils usually succeed to wipe [illegible].

[illegible] al schools include [illegible], and [illegible] economy [illegible] schools music [illegible], [illegible] of live- [illegible], and [illegible].

[illegible] tment has engaged instructors for [illegible] [illegible] ruction and advice to Indian farmers on [illegible] - ent [illegible]. Nurses are also employed who travel [illegible] to [illegible] help and advice where opportunity of[illegible]. [illegible] has also from time to time issued circulars and pamphlets, written in a simple language, dealing with

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such questions as the prevention of tuberculosis and the care of children.

TABLE 17 and DIAGRAM 8 show the upward trend of expenditures on Indian education from Parliamentary appropriations since 1903. To these amounts should be added the amounts contributed toward Indian education by the various religious denominations, but accurate figures of these amounts are not obtainable. This is unfortunate as it is difficult to determine whether one of the reasons for the increasing expenditures from parliamentary appropriations is the increasing burden being placed on the Government by the decreasing amounts contributed by the churches, or not.

TABLE 17.

Appropriation for Indian Education
1903 - 1921.

	$		$
1903 -	384,941.32	1913 -	712,887.53
1904 -	394,965.71	1914 -	922,486.30
1905 -	432,731.77	1915 -	884,630.58
1906 -	488,369.58	1916 -	[illegible]
1907 -	321,891.27	1917 -	[illegible]
1908 -	428,261.85	1918 -	[illegible]
1909 -	420,467.66	1919 -	735,504.90
1910 -	402,548.82	1920 -	1057,662.74
1911 -	539,145.53	1921 -	1112,409.65
1912 -	[illegible]		

[illegible] of education, [illegible] in connection with [illegible] of the band. [illegible] from these sources totalled [illegible], $47,296.53

DIAGRAM 11 shows [illegible] agricultural [illegible] cultivation [illegible] 105,[illegible]. [illegible]

TABLE 18

Population of Indians.

1880 -	105,690	1907 -	110,345	1916 -	[illegible]
1890 -	122,585	1908 -	110,205	1917 -	[illegible]
1900 -	99,010	1909 -	111,043	1918 -	[illegible]
1901 -	99,527	1910 -	106,914	1919 -	[illegible]
1902 -	108,112	1911 -	103,661	1920 -	[illegible]
1903 -	108,033	1912 -	104,956	1921 -	[illegible]
1904 -	107,978	1913 -	106,490		
1905 -	107,637	1914 -	103,774		
1906 -	109,394	1915 -	103,931		

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Diagram II.- showing upward trend in expenditures on Indian education from Parliamentary appropriations since 1902.

Acres under cultivation

Year	
1921	[illegible]
1920	218 024
1919	216 681
1918	179 294
1917	179 020
1916	[illegible]
1915	168 [illegible]
1914	[illegible]
1913	136 725
1912	106 572 3/4
1911	96 847
1910	1 [illegible]

Diagram 11

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TABLE 21.

	700,[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible] sold						
[illegible]			[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	82,435.37	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	30,480.79	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible],750,00	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	324,360.31	692,180.9[illegible]	737,805.00	632,118.00	533,209.00	[illegible]
[illegible]	470,279.21	610,020.4[illegible]	627,826.00	654,501.00	790,850.00	[illegible]
[illegible]				[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible],370,22[illegible]	[illegible],000.00	5,927,534.32	[illegible]	[illegible]

number of bushels of grains and roots indicated in TABLE 19 also show a

TABLE 19.

Year	Acreage	[illegible]
1906	278,773	[illegible]
1907	427,487	[illegible]
1908	666,012	[illegible]
1909	716,487	[illegible]
1910	1066,377	[illegible]
1911	[illegible]	[illegible]
1912	1217,401	[illegible]
1913	1496,229	[illegible]

TABLE 20 shows the number of horses, [illegible] and poultry owned by Indians on re[illegible]. Evidently the increase [illegible] has not kept [illegible] cultivation, nor with the increase [illegible] produced. It would be [illegible] of more [illegible].

[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
1911	[illegible]	[illegible]	[illegible]	71596
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	102252
1921	[illegible]	[illegible]	[illegible]	121674

In 1924, [illegible], and fishing, and in 1916 [illegible] was estimated at 11,348.

TABLE 21 shows the sources and value of income of Indians for the years indicated. During the 21 years the value of field products including hay has been quadrupled, the wages earned [illegible] almost been quadrupled, the amount earned from fishing [illegible] doubled, the amount earned from other industries and occupations has been also doubled, and the income from hunting and trapping has been almost doubled.

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TABLE 22 shows the per capita income of Indians in the [illegible] provinces from 1915 to 1921. The per capita income of Indi[illegible] in the nine provinces has increased from $60.48 in 1915 to $105.95 in 1921.

TABLE 22. Per Capita Income of Indians.

Province	1915	1916	1917	1918	1919	1920	1921.
Alberta	57.93	75.29	86.39	106.17	103.76	91.81	120.00
British Columbia	64.57	67.34	74.56	70.73	90.35	114.64	110.64
Manitoba	54.72	62.10	64.34	66.43	63.14	77.39	66.06
New Brunswick	48.72	43.83	37.52	37.77	33.69	35.22	33.95
Nova Scotia	54.60	59.03	62.24	64.93	75.12	78.85	81.00
[illegible]	66.51	74.77	70.72	79.66	107.32	120.66	122.30
P[illegible]ard Is	23.56	37.17	70.90	35.00	35.43	38.78	44.95
[illegible]	42 36	42.73	54.90	66.27	67.33	75.56	83.05
[illegible]	1.13	[illegible]	[illegible].51	111.38	121.96	130.98	133.50
Average	60.48	66.74	72.49	84.59	94.57	107.13	105.95

[illegible] reserv[illegible] are not [illegible], [illegible] provement on these which [illegible] year (1899) a special inspection of the dwellings of the Indians on the Blood Reserves in what was at that time the North West Territories. In all 165 houses were inspected, over 100 of these houses had turf roofs, 44 had only the natural clay floors. In the Report of 1900, these statements are found. "Varied as are the circum[illegible] and surroundings of the Indians scattered over the Dominion, [illegible] dwellings range from the primitive one-roomed cabin built of logs, unfloored, and roofed with mud to a class of residence, while inferior to [illegible], [illegible] yet superior to many occupied by many white residents in the country."

The best houses are to be found among the farming com-

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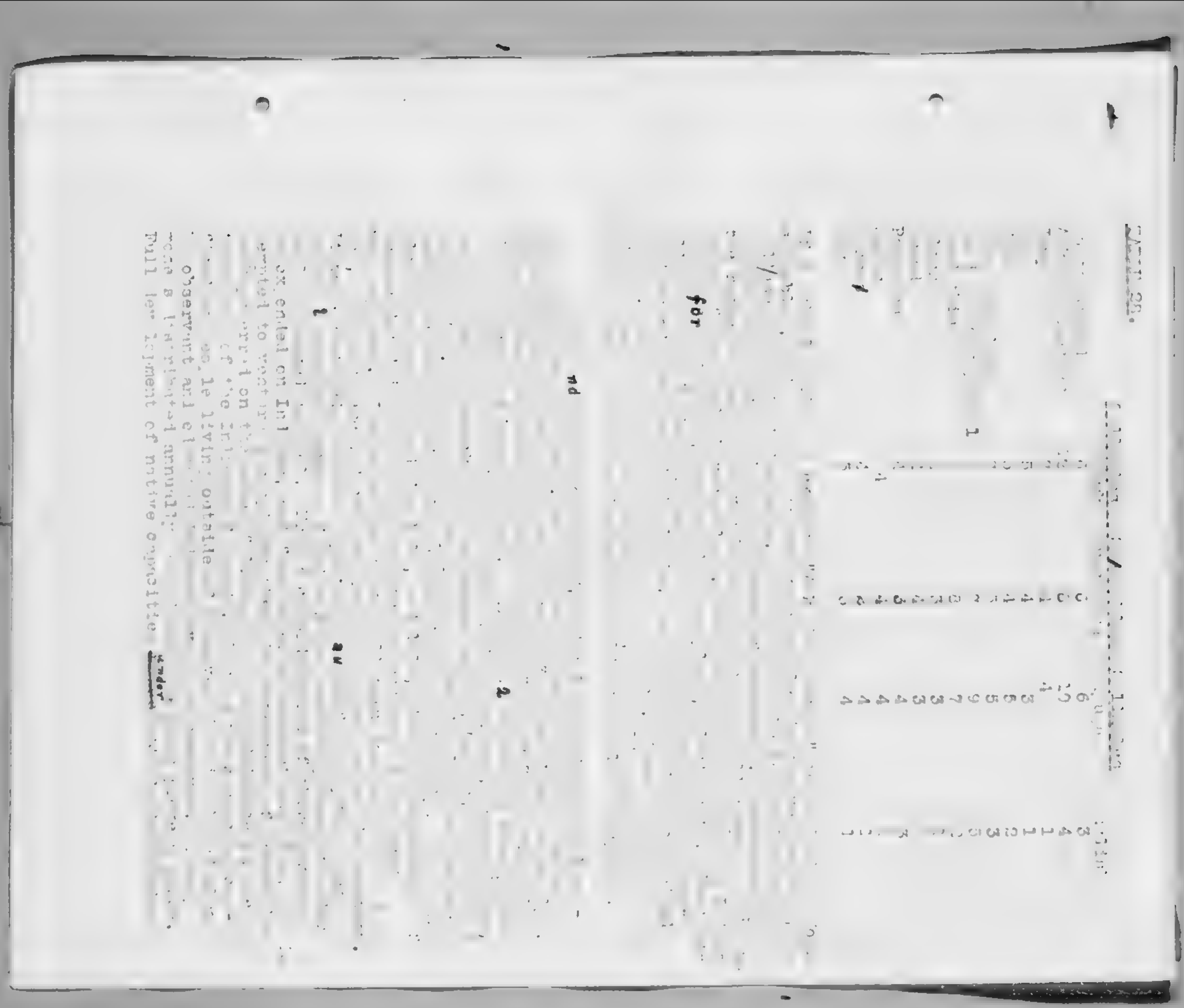
ful influence. Disease disappears from among bands in proportion as these bands acquire the hygienic habits of civilized people. Disease is evidently intimately connected with the problem of housing. It is to be expected that, generally speaking, the healthier bands would be those which are contiguous to progressive districts. [illegible] in his Report for 1913 stated. "It would appear not unremarked that we have within the work of the Indian Department itself a practical example of how its many [illegible] may be solved. In this it has been shown that agricultural [illegible] has gone hand in hand with social advancement and both with a steadily increasing and hi[illegible]."

[illegible] wilderness [illegible], and the [illegible], [illegible] in bands [illegible] iron in bands [illegible] or even [illegible] [illegible] [illegible] annuities [illegible] sent to [illegible] returns [illegible] their [illegible] even understand [illegible]. 317 of these 380 school [illegible] English fluently. Only 13 could [illegible] sufficient that in [illegible] the number of [illegible] [illegible] by contact with white people would [illegible] rapid. [illegible] of substitution would be more rapid.

[illegible] in commercial and trade dealings [illegible] people. In the third place the English language is superior to the Indian language for the expression of ideas. TABLE 28 gives a comparison of the number of syllables used in native dialects and in English in the expression of common ideas.

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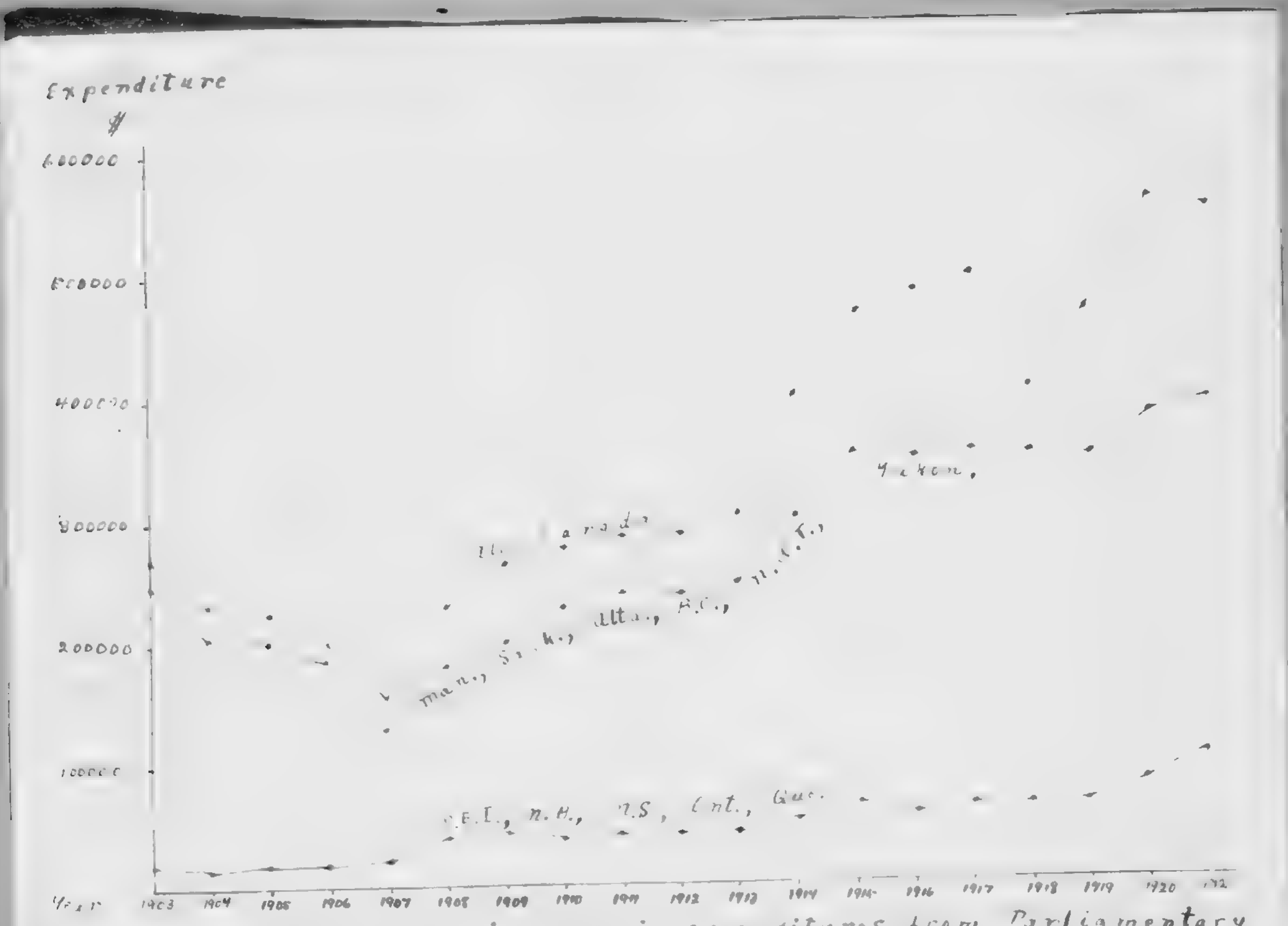


Diagram 12.- Showing increase in expenditures from Parliamentary appropriations for relief, medical attendance, and medical supplies, and supplies for destitute, among Indians.

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language
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is no long
often to Britain, lum, and Germany
the grave-yards ose of their
the sacrifice. There is now a link connecti
s of Europe. Indian fathers, mothers,
brothers, and relatives feel this same bond. An ed-
ucation of value has been derived from the Great
War.

The Indian Department soon after the war took the res
sibility of admin ering the Soldier Settlement Act among re-
turned Indian soldiers on the reserves. The Report for 1921
states. "Since this work was undertaken by the Department
330 applications for loans have been received and 18 granted.
The total amount expended to date amounts to $321,269.61."

"The Indians have met their payments in a very satisfactory manner and the Department looks forward to much larger repayments next year. So far a large number have not yet fallen due, but the total repayment to date of $18,496, is very creditable. In fact very few Indians have failed to meet their payments, while a considerable number on all reserves, have repaid more than called upon to do."

The destiny of the Indians of Canada appears to be fairly well defined. Their identity as full blooded Indians is being lost. Among the Six Nations Indians not one can be found who has not some drop of white blood and this interfusion of white blood is going on throughout Canada. Consequently the copper colour is disappearing and brown and black eyes, and black hair, are giving place to blue eyes, and fair hair. Beads, feathers and buckskin have practically ceased to mean [illegible] native language [illegible] and more to the social customs [illegible] be only a question of time when the [illegible] will have disappeared from Canada by [illegible] will provide the only material [illegible] other race. We must leave to future historians [illegible] the account of the contribution [illegible] of Canada to Canadian life. [illegible] Indians of Canada will have disappeared, [illegible] have been woven into the geography [illegible] be well to preserve the English equivalents [illegible] names while there is opportunity.

1920 amendments to the Indian Act were passed [illegible] session. The substance of these amendments [illegible] ment to establish [illegible] day and residential schools. Prior to the passing of these amendments the Act did not give the [illegible] power to make regulations enforcing the residence and attendance of Indian children at residential schools, [illegible] Department could only committ to a residential school when [illegible] 1 is provided, and the child does not attend. The clauses apply to boys [illegible] the age of 7 and under the age of 15.

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26 Gloucester St.,
Toronto, Ontario
Nov. 17, 1922.

Dr. Duncan C. Scott,
Deputy Superintendent General,
Indian Department,
Ottawa

Dear Dr. Scott,-

I am sending to you under separate cover a copy of the thesis I prepared on "The Education of the Indians of Canada" for the M.A. degree from Queen's University. Any criticisms or suggestions in regard to the thesis would be greatly appreciated. I may state that I have agreed to undertake, under the direction of Dr. Peter Sandiford of the Ontario College of Education, a more exhaustive treatment of the subject. You can understand, therefore, that I am looking for helpful criticisms or suggestions. Suggestions as to lines of investigation or research are earnestly desired.

I wish now to thank you and other officials of the Indian Department for the help which you gives me. I sincerely hope that your assistance has not been in vain, and that the Department will not consider any further assistance misplaced.

Yours truly,
Elsie Jamieson

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DEPARTMENT OF INDIAN AFFAIRS

CANADA

Ottawa, November 20, 1922.

Memorandum:

Mr. Ferrier.

Would you kindly read the attached thesis on the Education of the Indians of Canada and make any possible suggestions.

D.S.G.I.A.

(Centenaire
Keep for investigation

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Personal.

Ottawa, Dec. 18, 1922.

Dear Mr. Jamieson:-

I have yours of the first instant, enclosing a manuscript offered to you some time ago. Dr. Scott handed me your thesis on the education of the Indians of Canada: he advised me to write to you direct in this connection.

If you are going to prepare a more exhaustive treatment, I believe you would be well advised to spend some time visiting Indian schools, both day and residential, in the various parts of our Dominion. The problem divides itself, geographically, as follows:- Maritime Provinces, Quebec, Ontario, Prairie Provinces, Northern Schools (Ontario, Prairie Provinces, North West Territories & Yukon) and British Columbia. In each of these six divisions the problem is fairly uniform but quite distinct from that in the other five localities. I have found in my travels that there is a distinct child phychology and a different attitude towards constituted authority.

Your thesis, as far as an understanding of the Indian problem is concerned, has really an Eastern flavour and is sometimes not fair, particularly to the Prairie Province Indian. On the other hand, the Maritime Indian presents a more sordid picture than you have painted, so I feel that if you are to prepare a further writing, you would be well advised to get into more personal touch with either the work itself or with Indian gentlemen from the various parts of the Dominion, who can give you an insight into the local native philosophy.

I must congratulate you on your effort. I have enjoyed reading it and have taken the liberty to prepare a table of contents, a copy of which is enclosed. I did this for my own information, and I am also asking your permission to copy certain of the statistics and some of the diagrams. This may not be necessary if you are able to leave the copy we have at present with the Department. Kindly inform me in this connection.

Elmer Jamieson, Esq.,
26 Gloucester St.,
Toronto, Ont.

- My letter -

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My letter is not complete and I am not fair to either you or myself if I do not offer my criticism regarding the thesis from the standpoint of composition. I am convinced you should have put more time on the establishing of a definite continuity. A thesis of this length should, I believe, not only carry with it a table of contents but the pages should be numbered and each main division of the writing should be clearly connected with the whole. I believe it is not sufficient in a lengthy article to take for granted that coherence will look after itself. Each portion bears a relationship to the whole - why not establish it? It might have been well to have divided your work into chapters, in view of its length.

I make this criticism in a kindly way, and I wish to assure you that it is my sole aim to be of service to you. May the Department keep this copy that we now have? If so, both Mr. Scott and myself would be extremely grateful. In a later communication, I will be pleased to discuss with you three or four points in your thesis at which we are at variance. These are details but may form subject matter for profitable discussion.

May I wish you the Compliments of the approaching season.

Yours very truly,

Encl.

Russell T. Ferrier,
Supt. of Indian Education.

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P L A N

of

Elmer Jamieson's

EDUCATION OF THE INDIANS OF CANADA.

Introduction - The organization of the Indian peoples.

The difficulties - The diversified problem and the rapid change from barbarism.

The Forces - 1. The Association of the Churches and State.

2. Day Schools
   a. - Irregular attendance and its causes.
   b. - The course of studies
   c. - Poorly qualified teachers.
   d. - Poor standard distribution and its causes.

3. The Residential Schools.

4. The care of the Ex-pupil and his success.

General Progress - 1. Financial

2. Health

3. Language

4. As a ward

5. Enfranchisement

Conclusion - The Indian in the War

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Introd

1. The coming of the White Man.
2. Original "Indian Affairs".
3. The aim of this institution.
4. The organis. of Ind. peoples on reserves.
5. The Department of Indian Affairs.

Continuity? →

Les difficultés

6. The divers'd. probls.(local'y. commun.size & lang.)
7. The probl. of the Ind. hims. - his chan. phychology
   his love of freedom.
8. His lack of discipline.
9. His reaction to compulsion.
10. The indulgent home.
11. His nomadic habits and unsteadiness.
12. His lack of foresight.
13. His well founded suspicious trait.
14. Two other probls. - placing him on the land.
    christianizing him.
15. The Indian a willing ward.
16. The liquor problem. (no relationship estabd.) p.27.
17. The marriage problem. do
18. Conclusion:- these difficul. the result of a too rapid change from barb'sm. to civil'n.

Le Assoc. Chambre - State + les effets

19. The relat'shp. of the churches to Ind. Educat'n. (U. S. compared).
20. The effect of diff. relig'ns. on compul. attend'ce
21. The growth of Christianity among the Indians.
22. Miss. teachers and low sal'rs. vs. qual. teachers. (Table of Figures)
23. The organ'sd. & unorgan'sd. forces for the educat'n. of the Ind. youth.

Les Day Schools

24. The organ'sd. forces - type of sch. once 3 now 2.
25. Day schools - the incr. in undenom. schools.
26. Day school buildings.

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The Day Schools

Irreg. attend. & its Causes

27. Attendance irreg. compar'd'n. with white sch.
28. Causes of irreg. attend'ce. (isolation) (lack of apprec'n.
29. Nomadic habits.
30. Lack of interest.
31. Active reaction towards schooling.
32. Percentage of sch. pop'n. enrolled.
33. Successful efforts to promote bet. attendance.
34. Noon day meals and prizes.
35. Compulsory law.
36. The diff. of compel. attendance.
37. Result of compuls. law on the 6 Nat. Res.

Course of Studies

38. Courses of study.
39. The old curric. vs. the provincial courses.
40. Hand work and gard'g. has bettered attendance.

Poorly Qual Teachers

41. Profess. qual. of teachers (Ont.)
42. Changing teachers (Ont. 1/3 per annum)
43. Reasons for poor qual. and repeated changing. (low salar. isolation, unattractive work, poor boarding facilities.)
44. Positions at Ind. day sch. are unattractive. (consolidate where possible.)

Std Distrib + its Causes

45. Standard or grade distribution & compar'n. with white sch. (in 20 yrs. a slight improve't.) i. e. more pupils in the higher graded.
46. The vast maj. of Ind. pupils nev. rch. higher std:
47. One cause is irreg. attendance.
48. Another is lang. differences.
49. These 2 causes are relat. to the ext. of Ind. Int. exse. with white. (this sugg. the hope for the Ind. peop. lies in their assimil'n.)

The Res. School

50. The "raison d'etre" for the res. schools.
51. The bdg. sch. lately has prtl. suppl. Ind. sch.
52. The compul. ols. and the res. school.
53. Ind. sch. have decreased & bdg. sch. increased in the last 20 yrs.

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The Reid School

The Ex-pupil

54. The finan. respons., manage't. & supervis. of the res. school.

55. The activity at a res. school.

56. Res. teachers on the whole better qualified (the work is more attractive.)

57. Aver. att'ce. at res. schools.

58. Std. distribution better in res. schools.

59. In last 20 yrs. res. schools slight. gaining on day sch.

60. Success of ex-pupils.

61. Too often the ex-pupil slips back.

62. The File Hills experiment.

63. The examples of success at File Hills.

64. The finan. success at File Hills.

65. This proves that envir't. is the contr. factor in the devel't. of the Indian.

66. Assistance to ex-pupils.

67. Vocational training in res. schools.

68. Field work.

General Progress of the Indian in Canada

Financial

69. Parl. approp'ns. for Ind. educat'n. show grad. inc

70. Indians becoming agricul. class.

71. Population is stationary of late.

72. Ind. earnings are increasing steadily.

73. Success as follows in Sask., Ont., Alta., B.C., Que., N.S., Man., P.E.I., N.B.

74. Contact with whites has resulted in more & better dwellings.

Health

75. Diseases, partic. T.C., still rampant. (perhaps more compl. figures are avail.) R.T.F.

76. Death & birth rates per M. about stat.

Language

77. Ind. lang. disap. in fav. of Eng. & French.

78. Contact with whites one reason for this.

79. Lang. of instruc'n. in sch. a sec. reason.

80. Eng. more expressive than Ind. lang. (fewer syl.)

The Indian as a ward

81. Increas'g. expend. for Par. Approp. for med. & other relief.

82. This is expl'd. by an incr'd. num. of Ind. und. control.

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83. A feel. that Govt has been too lib. with Ind.

84. The Indians' aversion to enfran't.

85. The late enfran. law & its bet. success.

86. Assoc'n. with whites is all imp. in the progress of the Indian.

87. The Indians in the war (their vol. enlist't. of men & funds a gr. benefit to the race.

88. Soldier Settlement Act has prov. suc'ful with Ind.

89. The Indian & the Can. race.

Concl. The Indian in the war

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26 Gloucester St.,
Toronto, Ontario.
Feb. 26, 1923.

Mr. R. F. Ferrier,
Supt. of Indian Education,
Ottawa.

Dear Mr. Ferrier,—

I received your communication concerning the thesis some time ago. I wish to thank you in the first place for your kindly criticisms. I was because of a consciousness of the imperfections and the incompleteness of the thesis that I decided to undertake further investigations in this field. I thank also for the enclosed plan of the thesis. I wish to state also that I would be glad to have the Department keep the copy of the thesis, and, so far as I am concerned, there are no objection to copying some of the statistical tables and ideograms.

I would indeed welcome discussion of some of the problems in connection with Indian work. In a later communication I wish to ask some questions raised by your communication.

If it is practically possible a determination of the intelligence of the Indians by means of some non-language test in the case of Indians who cannot speak or read the English language freely, and by some other intelligence test in the case of those who speak and read English will be attempted in the further investigations. It seems to me that much can be

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learned by such a study. A study of this kind does, to my knowledge, never been carried out - in either Canada or the United States. General ideas as to the native shrewdness of the Indians are not sufficient. Once the intelligence is fairly determined, perhaps practical applications could be made. However, I shall have more to say on this matter later on.

Indian enterprise in Canada no doubt has noted with a great deal of satisfaction the great increase in Parliamentary appropriation for Indian education for this year. The solution of the Indian problem lies in education.

Thank you again for your suggestions and criticisms.

Yours sincerely,

Elmer Ottaway

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Personal.

Ottawa, Feb. 27, 1923.

Dear Mr. Jamieson:

I have your letter of yesterday's date, and in reply I wish to thank you for permission to keep the copy of your thesis. If I have occasion to use any of the statistical tables, or diagrams, I will mention your authorship. Mr. Scott joins with me in congratulating you again on your effort, and indeed, upon your general success. We have fought hard this year for a special appropriation, and a half million of an increase for educational purposes was our reward.

I would be very pleased to learn of your plans in connection with the intelligence test you propose to undertake. Your suggestion that practical applications might be made is very true, and I always have one ear open for any suggestions that will indicate new methods in connection with my work, or new approaches to the problem.

Yours very truly,

Russell T. Perrier,
Supt. of Indian Education.

Elmer Jamieson, Esq.,
26 Gloucester St.,
Toronto, Ont.

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COPY.

Government of the Province of Saskatchewan

Canada.

Department of Education

Regina, Sask., 20th. Dec. 1922.

Dear Sir,

Several of our Inspectors have suggested the advisability of certificated teachers only being engaged in future for the Indian schools. Probably your Department is not quite prepare to go this far.

They further suggest that those already engaged and certificated be asked to attend a short session in 1923 in order to secure some help for teaching school.

Yours faithfully,

J. H. McKechnie

Chief Inspector

W. M. Graham, Esq.,
Commissioner, Indian Affairs,
Regina, Sask.

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1-1-1.

DEPARTMENT OF INDIAN AFFAIRS
CANADA

IN YOUR REPLY REFER TO
NO. 100-14.
ALSO TO DATE OF THIS LETTER

COMMISSIONER'S OFFICE,
H. REGINA, SASK., 22-December-22.

76825

Sir :-

I am enclosing herewith copy of a letter that I have received from Mr.J.H.McKechnie, Chief Inspector of Schools in this Province, in which he points out that several of the Provincial School Inspectors have suggested the advisability of certificated teachers being engaged in future in Indian Schools.

The Department have my views in this matter and it is needless for me to make further comments in this connection.

Your obedient servant,

W.M.Graham,
Indian Commissioner.

The Secretary,
Department of Indian Affairs,
Ottawa.

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Ottawa, January 3, 1923.

Sir:-

I have your No. 100-14 of the 22nd ultimo, enclosing a copy of a communication from the Chief Inspector of Schools for Saskatchewan, in which it is suggested that certificated teachers, only, be engaged in future for Indian school work.

I am enclosing a copy of my letter to Mr. MacKechnie, in this connection.

Your obedient servant,

Encl.

R.T.F.

Russell T. Ferrier,
Supt. of Indian Education.

W. M. Graham, Esq.,
Indian Commissioner,
Regina, Sask.

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1-1-1.

Ottawa, January 3, 1923.

Dear Mr. McKechnie:-

Mr. Commissioner Graham has forwarded a copy of your letter of the 20th ultimo, advising that certificated teachers, only, be engaged in the future for Indian school work. I wish to assure you that it is the aim of this Department to gradually employ better qualified teachers for our schools, and increased parliamentary appropriations are being requested from year to year.

As you are aware, we look to the various churches engaged in Indian work to nominate missionary teachers for many of the day schools, and the good general influence, on the reserve, of these Christian workers often offsets any loss in classroom efficiency attendant upon inadequate or no professional qualifications. When Parliament is fully seized with the importance of educating our wards, we will be able to offer larger salaries to prospective teachers and we can then demand properly certificated workers.

May I wish you the Compliments of the Season.

Yours very truly,

Russell T. Ferrier,
Supt. of Indian Education.

R.A.T.

J. H. McKechnie, Esq.,
Chief Inspector,
Dept. of Education,
Regina, Sask.

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1-1-1

PEGUIS SOUTH INDIAN DAY SCHOOL.

G. W. BARTLETT, PROVINCIAL SCHOOL INSPECTOR, WHO INSPECTED THIS SCHOOL DECEMBER 19, 1922, STATES REGARDING SALARY PAID TEACHER AS FOLLOWS:
(See report on File 136-5-6.)

"I would also submit that the salary paid is inadequate to secure satisfactory results, or to impress on the teacher the necessity of measuring up to his job".

Mr. Commissioner Graham, in a letter dated January 4th, commenting on the Inspector's remarks, states:

"Personally I do [redacted] think that the salaries we are paying the teachers do not command by any means the class of teacher that we should have in our schools, it is not economy employing cheap teachers".

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KODAK SAFETY ▲ FILM

1-1-1

#1-1-1

DEPARTMENT OF EDUCATION
OFFICE OF THE CHIEF INSPECTOR

Regina, Sask., Jan. 15, 1923.

Dear Mr. Ferrier,

I thank you for your letters of Jan. 3. I trust our inspectors have been of assistance during the past year in advancing the educational welfare of our and your Indian friends.

Yours faithfully,

Chief Inspector.

Russell T. Ferrier, Esq.,
Supt. of Indian Education,
Ottawa, Ont.

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1-11

DEPARTMENT OF INDIAN AFFAIRS
CANADA
H.

IN YOUR REPLY REFER TO
No. 404-11.
ALSO TO DATE OF THIS LETTER

COMMISSIONER'S OFFICE,
REGINA, SASK., April 3, 1923.

Sir :-

I beg to acknowledge receipt of your letter of the 28th ultimo, No.117201-6, acknowledging school reports of Mr.Inspector Fuller on the Ermineskins Boarding School.

I note the Department cannot judge by the returns sent in from the school whether or not the registers are being kept. You state that you have sent two registers to the teacher of this school and I presume you have also directed her to keep the registers up to date. I would suggest that when new forms of returns that go forward to the Department are made, a column might be added showing the number of days in which the pupils attend class room. This would be a source of a good deal of information to the Department.

Your obedient servant,

W. M. Graham,
Indian Commissioner.

Russell T. Ferrier, Esq.,
Superintendent of Indian Education,
Department of Indian Affairs,
Ottawa.

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Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 2)
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1-1-1.

Ottawa, April 9, 1923.

Sir:

I have your No. 404-11 of the 3rd instant, with reference to the showing on the Inspector's Reports of the number of days on which the pupils attend the classroom activities. This would entail considerable of the Inspector's time, and, as our quarterly returns give these facts in detail, I am in doubt as to the advisability of having the information incorporated in the Inspector's Reports.

Your obedient servant,

Russell T. Ferrier,
Supt. of Indian Education.

R.T.F.

W. M. Graham, Esq.,
Indian Commissioner,
Regina, Sask.

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1-1-1

DEPT OF INDIAN AFFAIRS
Apr 17 1923
REGD.

DEPARTMENT OF INDIAN AFFAIRS
CANADA

COMMISSIONER'S OFFICE,

IN YOUR REPLY REFER TO
NO 404-11
ALSO TO DATE OF THIS LETTER

REGINA, SASK., April 14th, 1923

582054

Sir,-

I have your letter of April 9th .No.1-1-1 regarding returns sent in from the Ermineskin Boarding school.

Inspector Fuller,in his report on this school, dated Dec.11th,1922, pointed out that as no registers were kept it was impossible to tell how many days the pupils were in the class-rooms. In forwarding that report I drew attention to this and asked that the teachers be instructed to keep registers and expressed surprise that the failure to do so had not been detected before by the Department, as I thought this information should have been embodied in the returns forwarded to them at the end of each quarter.

In your reply dated March 28th,No.11720--6 you stated as follows,-

" Two registers will be sent to the school.
" I might point out that the Department cannot
"judge by the returns from the schools whether
"or not the registers are being kept."

In my reply dated April 3rd I recommended that the teachers be directed to keep these registers and suggested that a column be added to the returns from the school so that the number of days the pupils were in the class-room might be shown on the return, as I considered this would give much valuable information to the Department.

I am now informed in your letter of April 9th that the quarterly returns do give these facts.

I cannot reconcile your two statements. If these facts are given,the natural deduction would be that daily registers are kept and yet you say you have no way of judging from the returns whether this is done. I would ask, how else would it be possible to have this information for the returns? The Inspector stated that registers were not kept and my conclusion was that information as to class-room attendance would not therefore

The Secretary,
Department of Indian Affairs,
Ottawa.

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therefore appear on the returns and naturally I wondered why the Department had not noticed this omission. I am at a loss to know how the returns can show accurate information unless registers are kept.

I did not suggest any change in regard to the Inspector's reports. My recommendations dealt entirely with the school returns.

I have the honour to be,

Sir,

Your obedient servant,

W.M. Graham.

W.M.Graham.
Indian Commissioner.

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Ottawa, April 24, 1923.

Sir:

I have your No. 404-11 of the 14th instant, in which you refer to previous correspondence regarding the keeping of registers in the classrooms at residential schools and the quarterly return forms. I have noted that you cannot reconcile two statements contained in my communication No. 117201-6 of the 28th ultimo and my No. 1-1-1 of the 9th instant.

In reply I beg to state that there is a column on the quarterly return form for residential schools, for the purpose of showing the number of days pupils were in the classroom. However, we are unable to determine whether or not registers are being properly kept from day to day. Registers should be entered regularly if the column mentioned above is to give correct information; but it is only when an officer visits the school that we have any assurance that a daily tally is placed on the registers provided for the purpose.

I agree with you that the quarterly returns will not give accurate information unless registers are kept. It is possible, however, that some principals of residential schools, where there is a regular routine of manual work and classroom instruction, fill in the column in our quarterly return with the number of school days for the quarter. Principals realize that the contiguous column, showing the number of days the pupil was in residence, is the important one on the return, inasmuch as per capita earnings are computed from the facts contained therein. The column showing classroom attendance should also receive meticulous care in the preparation thereof, and it may be necessary to direct communications to the principals of our residential schools if we find that the information is being supplied in a careless fashion and apparently without reference to classroom registers.

Your obedient servant,

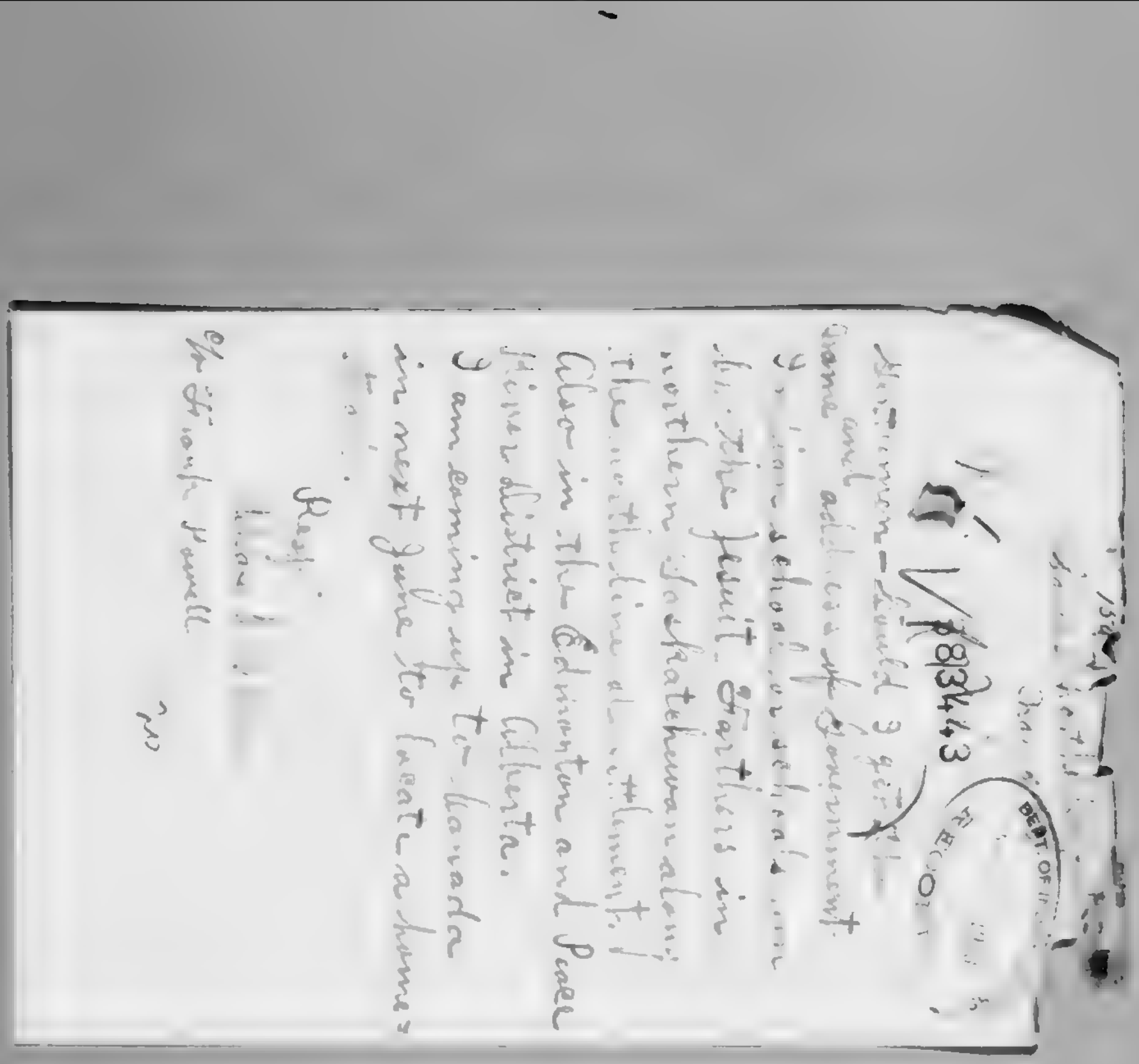
Russell T. Ferrier,
Supt. of Indian Education.

1-1-1.

W. M. Graham, Esq.,
Indian Commissioner,
Regina, Sask.

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150-1.

Ottawa, May 30, 1923.

Sir:

I have to acknowledge your letter of the 21st instant, in which you ask for a list of the Indian boarding and industrial schools in the Provinces of Manitoba, Saskatchewan, Alberta and British Columbia. I am forwarding you, under separate cover, a copy of our Annual Report, which will give you the information you desire.

Your obedient servant,

J. D. McLean,
Asst. Deputy & Secretary.

Christian J. McKenney, Esq.,
C/o Campion College,
Jesuit Fathers,
Regina, Sask.

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130-1

DEPT. OF INDIAN AFFAIRS
MAY 25 1923
RECORDS

CAMPION COLLEGE
REGINA, SASK.

May 21st 1923.

To The Dept. of Indian Affairs
Dominion Govt.
Ottawa, Can.

584007

Dear Sirs,

I am writing to ask you, if you would please be good enough, to let me have a list, with the names and addresses, of the Indian boarding and Industrial Schools, in the provinces of Manitoba, Sas Katchewan, Alberta and British Columbia. Hoping Dear Sirs, that this will not inconvenience you too much, and thanking you very much,

I am

Christian J. McKenney

C/o Campion College
Jesuit Fathers
— Regina, Sask. —

Reply

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School

180-1.

Ottawa, May 30, 1923.

Sir:

In reply to your letter of the 5th instant, I have to inform you that there are no Jesuit Fathers active in Indian Education in Saskatchewan or Alberta. They are interested in this problem in Ontario only, as far as we are aware.

Your obedient servant,

D. McLEAN

J. D. McLean,
Asst. Deputy & Secretary.

Chas. C. Allen, Esq.,
C/o Frank Powell, Esq.,
Boston, M. D.,
U. S. A.

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Mr. STEWART (Argenteuil): I am speaking of the item of $15,000, which last year was $58,180. There is a decrease of $12,280 over last year's appropriation there, and that comes out of the large appropriation for repairs to roads, bridges and drainage. The other items are the same as last year.

Sir HENRY DRAYTON: What are they?

Mr. STEVENS: The minister is not quite correct in stating that the other items are the same. There is an increase of $15,000 for relief, and while speaking on this let me draw his attention to this most extraordinary coincidence right through. The increased relief in Nova Scotia of $11,000 more than doubles the vote; the relief in Ontario and Quebec represents an increase of $15,000; and in Manitoba, Saskatchewan and Alberta the increase for supplies and so on is $18,000, and for hospitals, medical attendance, etc., $16,000.

Mr. STEWART (Argenteuil): The increased relief in Nova Scotia is made up by a corresponding reduction in miscellaneous. It is a changing of the allocation.

Mr. STEVENS: As far as Ontario, Manitoba and Saskatchewan are concerned, that is not so.

Mr. STEWART (Argenteuil): The increase of $18,962 in Manitoba and Saskatchewan is accounted for by the additional supplies provided to meet treaty obligations with the Indians of the Great Slave and Mackenzie river district numbering 3,000 souls. It is the first time we have issued relief to these Indians who have come in under treaty obligations made by Mr. Conroy some two years ago.

Mr. STEVENS: Why the increase in Ontario?

Mr. STEWART (Argenteuil): There is a decrease of $15,000 in the general vote. It is simply a transfer for book-keeping purposes taken from the general vote and applied to Ontario for relief purposes.

Mr. STEVENS: How much was spent last year?

Mr. STEWART (Argenteuil): These transfers are confusing and give rise to difficulty in making explanations, but I am told by the accountant that although the $15,000 has not been voted direct for relief purposes it has been paid out of this fund for years. It appears now directly for relief purposes for Ontario and Quebec rather than in the general item number 278

Mr. FORKE: Mr. Chairman, in referring to the Indians of Manitoba I do not suppose I am likely to say anything that the hon. minister does not already know, but I think it well to make a statement as to their condition. I live near a reserve, and some twenty miles distant, near Brandon, we have a much larger reserve. The condition of the Indians on these reserves is deplorable; there is no denying that fact. While I was at home at Easter I received a deputation of eight or ten Indians who told me, in a dignified and intelligent manner, the story of the conditions that exist upon the reserves. We hear a great deal about the hard times among the farmers in western Canada, men who have long been acquainted with that sort of work, who come down from generations of farmers, yet are hardly able to make a living. I found Indians on the reserve without stock, without implements, without anything with which they could make a living; yet they have been existing. It seems to me that we are slowly starving these people to death. It is all very well to talk about the Indian and his characteristics, his lack of ability to take care of himself under modern conditions, but that is perhaps a rather hard-hearted way of looking at it. We have come into the country and taken the place of these Indians, people who have been used to a nomadic life, who from generation to generation have lived the life of the hunter, knowing nothing of modern conditions of agriculture. They are put in a reserve and told to make their living.

I remember a statement made to me by the late Glen Campbell, at one time a member of this House. He was commissioner of Indian police with jurisdiction over the Indians from the Great Lakes to the foot of the Rockies. I once had the pleasure of going with him over the Sarcee Indian reserve at Calgary, a splendid reserve, with good grazing facilities capable of taking care of a great many cattle and stock of all kinds. I remember while admiring the reserve and the desirable place the Indians had there that he made the statement to me that were it not for the red tape at Ottawa he could make all these Indians rich. I wonder if there was any truth in that statement? I do not know, but that was what he said. Perhaps the Indians are ruled a little too much by red tape, without the application of any great knowledge of the conditions that prevail on the reserves. I am satisfied that it is no use to supply the Indians—the ones I know, anyway—with stock and seed and implements and then expect them to take care of their stock and make a good living for themselves. As long as these reserves are managed and operated from an office the business of which is characterized by nothing more than red tape and accurate book-

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keeping, we are going to have a continuance of the present conditions.

Remember, I am not finding fault with any of the officials, nor am I directing any special criticism against the system that exists, but it is not the proper system. The agent on a reserve should be something more to the Indians than an official; he should be their adviser and their friend; even more than that, he should almost be a father to them by giving his advice and assistance in all matters pertaining to their work. As those who know them are aware, the Indians have an almost childlike temperament. I do not say they are deficient in intellect; in fact, in intellectual ability they will compare with the white man. But they lack the white man's persistence, his stick-to-it-iveness, his going about his work day after day and carrying out his agricultural activities. I also know that if the agent on a reserve has the confidence of the Indians they will take his advice and be guided by it, and until the government appoint agents who will be something more than officials, who will do something more than carry out simply what the law requires them to do, so long will the condition respecting the Indians continue as it is in Manitoba.

I think it is a disgrace that Canada should allow its wards to be in the condition that they are in at the present time. It was almost pathetic to listen to the stories of some of those men. They went back many years and told me of the arrangement made whereby they became the wards of the government. They told me of how loyal they had been; that when the war broke out they sent their young men over to the front some of whom laid down their lives for Canada. Those who returned went back on the reserve; they have made a bad mess of it; they are unable to make a living and it is no exaggeration to say that they are starving; the people who live near them know the facts. At my own place we often feed the Indians because we know they are really hungry and need something to help them along. Now, I want the government to get acquainted with the facts, to look into the conditions that exists on the reserve; and when the inspector goes around, let him do a little more than enter the agent's office and see that the books are properly kept. I would like to see him get in contact with the Indians, find out what their complaints are, learn of the actual conditions under which they are living, and see whether something cannot be done to make life a little more pleasant for them. In the harvest time the Indians will go out and work well for a month or six weeks, and get big wages, but when they get a little money they go into the town and buy all the canned goods they can get hold of. They are improvident,

11 p.m. there is no use denying that, and that is why they need some looking after, someone to take care of them. I have no doubt that the minister is aware of these facts and is anxious to do something to help the Indians, but I want to make this appeal on behalf of the Indians as I know them: that the country do a little more for them; that something be done to help them to help themselves and get them into the way of making a fairly decent living and not actually starve as they are doing at present on the reserve.

The CHAIRMAN: Shall the item carry?

Sir HENRY DRAYTON: I think we should hear from the minister; it is news to the committee that we have starving Indians.

The CHAIRMAN: The item is for Ontario and Quebec.

Sir HENRY DRAYTON: There may be some in Ontario and Quebec, though I do not know any.

Mr. STEWART (Argenteuil): I had intended to make a statement with respect to the Indian department generally. The matter is a very important one to which I have given some considerable attention, and I am prepared to say some things with respect to the Indian department that I think the House should know. I am asking for a very considerable increase in the appropriations for Indian education. I believe that is necessary, in view of what I discovered last year in visiting a considerable number of the western reserves. I cannot speak with authority as to what has happened in eastern Canada because I have not visited those reserves. But as my statement would take at least half an hour, I might better give it to a fuller House to-morrow.

Mr. FORKE: I am sorry that I anticipated the minister's statement.

Progress reported.

ADJOURNMENT—BUSINESS OF THE HOUSE

Mr. FIELDING moved the adjournment of the House.

Sir HENRY DRAYTON: What business will be taken up to-morrow?

Mr. FIELDING: The French treaty. Then we might complete the Patent Act and go into supply on Indian Affairs.

Motion agreed to and the House adjourned at 11.03 p.m.

Ottawa: Printed by F. A. Acland, printer to the King's Most Excellent Majesty, 1923.

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of trade who are favourable to it and who are congratulating the government on their courage in dealing with it.

Mr. BOYS: I understand the publishers are opposed to it. I at once admit that I am not sufficiently familiar with the subject matter to reach a conclusion at this stage as to who is in the right, but that there may be no misunderstanding regarding the position of the publishers I will place on Hansard a letter addressed to the right hon. leader of the Opposition (Mr. Meighen) which reads as follows

Rt Hon Arthur Meighen, P.C.,
Leader of the Opposition
House of Commons,
Ottawa.

Dear Honourable Sir,—At a regular meeting of the Ottawa Typographical Union held on Saturday evening last the proposed amendments to the Canadian Copyright Act introduced in the House of Commons by the Hon. J. A. Robb, Minister of Trade and Commerce were very carefully considered. We are unanimously of the opinion that the proposed amendments are not in the best interests of the Canadian printers. We most strenuously protest against their enactment and would request you to use your influence to have Bill No. 24 withdrawn.

We also respectfully request that the Canadian Copyright Act of 1921 as it now stands be immediately enacted into full force and effect.

Trusting that you will give this matter your earnest and favourable consideration and thanking you in anticipation, I am

Yours very sincerely,
J. A. P. Haydon
Secretary

I am not rising to offer any objection to what the authors think they are entitled to, but it looks as if there were a difference of opinion between these two important classes, and I would like to support the suggestion of the hon. member from South Wellington (Mr Guthrie) that a small select committee be at once appointed. I do not think it would take more than four or five days and this matter could be fully investigated. I have been requested to ask a number of questions for the purpose of securing certain information from the minister and I would very much sooner ask these questions before such a committee, but if that cannot be done, I suppose the only course would be to ask them here for the purpose of eliciting the information which is sought.

Mr. ROBB: We will allow this item to stand, and I will not give an answer at the moment as to whether we shall appoint a committee or not, but we will take into consideration the observations of members who have opposed this section. In the meantime may I suggest that, as the only objection apparently is to clause 2, we should pass the other clauses and get them out of the way?

Mr. GUTHRIE: Clause 2 is the whole act.

Mr. ROBB: Referring to the letter which my hon. friend has placed on Hansard, I desire to make this observation. It contains two statements, one that the Typographical Union of Ottawa are opposed to this measure, and the other that they are offering indirectly a rebuke to the leader of the Opposition (Mr. Meighen) in that he was Prime Minister from June to December when he had an opportunity of proclaiming this measure.

Mr BOYS: The leader of the Opposition is well able to answer any rebukes that may be directed to him. I wish he were here to attend to that phase of the matter himself; he could do it better than I can. However, the minister says that he is prepared to let section 2 stand. That section repeals certain provisions, and that after all is the vital point.

Mr FORKE: I am glad that the minister has come to the conclusion to let the section stand, because a good many members do not know what it means, and I should hate to be called upon to vote upon it at the present time.

Section stands.

On section 5—Commencement of act

Mr ROBB: This section amends the act by striking out the words "a day to be fixed by proclamation of the Governor in Council" and substituting the words "the first day of July 1923." I think we had better let that section stand.

Section stands.

Progress reported.

SUPPLY

The House in Committee of Supply, Mr Gordon in the chair.

Indians—Manitoba, Saskatchewan, Alberta and N.W.T. $714,223

Mr. EVANS: The minister might explain the increase of $36,000 odd in this item.

Hon CHARLES STEWART (Minister of the Interior): There is an increase of $36,491 in this item.

Of this increase $18,962.00 is accounted for owing to additional supplies having to be provided for, in order to meet obligations resulting from the negotiations of a treaty with Indians of the Great Slave lake and McKenzie River districts numbering 3,000 souls. The supplies furnished comprise flour, bacon, tea, blankets, ammunition, twine and tools for which tenders will be invited of the trading companies in those districts and contracts awarded in the regular way. There is also an

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increase of $16,359.00 in the estimate for hospitals, medical attendance, etc. This increase is due chiefly to the urgent necessity of establishing and maintaining a hospital on the Sarcee reserve in order to alleviate the condition of these Indians. They are in poor condition physically and unless some very thorough procedure is adopted, it is reported that the band will disappear within a measurable time. To remedy this, vigorous prolonged and radical measures are an absolute necessity. The Church of England has consented to close the Sarcee boarding school, and the department is using the building as a hospital under the supervision of a doctor, who also acts as Indian agent, and a staff of trained nurses. There is also an increase of $1,170.00 in the estimate for triennial clothing which is unavoidable, as a greater number of chiefs and headmen of treaties Nos. 1, 2 and 5 are entitled to suits next year than those of treaties Nos. 4, 7 and 10 who received suits this year.

I promised a short statement yesterday in dealing with this matter with respect to my personal observations of last year on visiting the Indians of western Canada. I stated that I had no personal knowledge of the conditions in the East, and I may remark with regard to the West that I did not by any means cover anything like all the reserves. I simply got an idea of what might be accomplished amongst the Indians of western Canada, particularly if we were able to carry on different educational methods. I am not criticizing the education of the past; far be it from me to do that. The first desire of the various church organizations who were carrying on work among the Indians was naturally to Christianize them; and that is a laudable purpose. Their next object was to give the Indians an education, which in my opinion is not of a character that would change them from their aboriginal habits to the habits of the white man with whom they must enter into competition if they are to make their livelihood in other ways than they formerly followed, namely, of hunting, fishing, and so forth.

I am asking for a considerable increase for educational purposes believing, after discussing the matter with the Oblate Fathers and those interested in Indian education, that we should give to their education a more technical character and, so far as agriculture is concerned, devote more attention to that aspect of our educational activities that has been the case in the past. Let me give an instance of the splendid results that can be obtained where effort has been put forth to educate the Indian, particularly for agricultural pursuits. I refer now to what I observed in Saskatchewan on the File Hills reserve. For a period of upwards of twenty years there have been carried on there educational methods that are now showing admirable results. This work was done under the supervision of the department here, and more particularly I presume under Mr. Graham, who has been in charge of the Saskatchewan activities for a number of years. There the boys and girls were taken from the schools after having been educated and were placed upon the farms. One of the things I objected to was the fact that there was no provision in the estimates for advancing sums of money to support these young people. I think in most cases, although I will not say in all, success was due to the fact that these people started up as young married couples upon their own particular holdings; in one or two instances I discovered young men who were bachelors and do remarkably well. Indeed, from my observation, these young people I found were making as great a success of farming as were their white brothers in the surrounding territory; and one could not expect more than that. But unfortunately this is not the case throughout the other provinces. The work has not been carried on in the same concentrated way. However, what I have described is evidence of what can be done with the aborigine in educating and training him so that you change his mode of life.

It cannot be denied that in northern Ontario, northern Manitoba, and indeed in the northern portions of Alberta and Saskatchewan, the white man is becoming a very strong competitor of the Indian in trapping and in hunting. We are receiving constant complaints from the Indians that they are being driven off their hunting grounds. It is generally conceded that the white man is a much more zealous hunter, covers a greater extent of territory, and takes more fur than the Indian, and is denuding the hunting grounds of the red man to such an extent that it is becoming a serious problem. Indeed, this is true even in the far north where the Eskimos find themselves in a similar plight. Therefore, unless we take definite action to change the mode of life of the plains Indian, and in some degree of the bush Indian, we are within a measurable distance of the time when we will be bound to vote large sums of money for the subsistence of the aboriginal tribes. It is with that thought in mind that I am prompted to ask for increased grants for educational purposes among the Indians.

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I am not criticising my predecessors in office; I need only refer to the remarks of the right hon. leader of the Opposition (Mr Meighen) last year during the discussion of the Indian estimates, when he said that the preceding government had even gone to the point of being penurious in carrying on educational work among the Indians. I think it is only good business that we should attack the problem from the educational standpoint and try, if possible, to give the younger generation among the Indians such a reasonable amount of education as will enable them to take their place along with their white brothers and sisters, and in some cases, going a little further, give them the necessary technical training to enable them to engage in pursuits other than agriculture. That is all I have in mind

I have a great admiration for the services performed by the various church organizations among the Indians, especially in the way of education. When I visited the Indian school at Kamloops I found the Father and Sisters in charge working under the most discouraging conditions. Although the building was heated with stoves it was freezing cold, the windows being in a shaky condition and almost falling out, and the school being of wooden construction the fire hazard was very great indeed. Yet he and the Sisters were doing their best to educate the Indian children within a hundred-mile radius of the institution We are asking you this year to vote a sum of money to build a new institution at Kamloops to serve that whole territory. Similar remarks might be applied to many of these schools. The churches have spent a good deal of money in the construction of school buildings, and many of them are in good shape It will be remembered that last session we asked for a vote to take over one of the newer buildings in order to relieve the religious organization of the capital charges they had taken upon themselves in connection with this work. I do think, Mr. Chairman, that if the religious organizations are willing to help us to the extent of providing the teaching staff practically free of charge to us, it is our clear duty to provide the buildings for the carrying on of their work. It will be my desire to assist and extend those operations among the 120,000 odd Indians so that no Indian child shall be denied the right to a good, decent public school education at least

There are many and varied difficulties in the administration of the Indian department. In answer to my hon. friend (Mr. Meighen) I am free to admit that in some cases not enough care has been exercised in selecting our local agents. A great deal depends upon the man who is placed upon a reserve and in whose charge the Indians must be. In many cases not nearly enough consideration has been given to the choice of a suitable man, because after all he needs to possess a good tempered, patient and sympathetic disposition, for he meets with a great deal of disappointment in his failure to at once change the habits of these people. Year by year as subsistence by hunting becomes more and more precarious our Indians must apply themselves to agriculture and other avocations pursued by the white man; otherwise they will be entirely dependent upon grants from the treasury, and capable local agents can help them to accommodate themselves to changing conditions

Mr. FORKE. I should like to add a word or two, Mr. Chairman, to what I said last night on this subject. I know the minister is very sympathetic towards the Indian and his problem. I think perhaps I would be the last to say anything against teaching the Indian Christianity but I do believe our first duty is to teach him how to make a decent living. We all know how puzzled white people become sometimes in regard to problems of Christianity; well, the Indians get into the same difficulties, only a little deeper sometimes. I remember a good many years ago meeting an old Indian friend, and he immediately informed me that he was now a Christian. He was taking some wood to market that had been cut into stove lengths, and while conversing with him I turned over a few pieces and discovered some dozy lengths underneath. I tried to explain to him that this was not Christian practice. He replied, "Oh yes, the white people all do that." So you see some of the difficulties the poor Indian has to meet in dealing with Christianity. I repeat that I believe the great thing is in the beginning to teach the Indian how to make a decent living.

If we are to have successful Indian agents I endorse what the minister says: they must be of a sympathetic nature and the right stamp of men. An Indian agent must be able to go out among the Indians and settle their little quarrels and encourage them to continue at their work. Until we have such men to look after our Indians I do not care how much money we spend it will only be wasted. At the present time in the little reserve near my home I know there are a great many healthy young men, but they have neither stock nor seed to make their land of any use to them. What are they

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going to do all summer? There is a problem. The department might provide them with the necessary stock and seed, but unless there is an agent possessing the proper qualifications to look after those Indians and see that everything is done in the right way I think the assistance will be thrown away.

Just a word in connection with the education of the Indian. The Indian is different from the white man in a great many respects. The Indians who live near me sometimes come over to see me about their difficulties. I can talk a little Indian and perhaps I may do so for a time; then I suddenly recollect that it would be better to have them talk English and I tell whoever I am conversing with that unless he speaks English I will not carry on the conversation any longer; and immediately he will commence to talk very good English. But he will not speak English as long as you will talk to him in the Indian tongue. Indians who have been educated at Elkhorn and Brandon will go back to the reserve and in twelve months, unless they are given some attention, you will not be able to tell the difference between them and the Indians who never saw the school, except, perhaps, that they are able to write a letter. I submit again that the Indians, to be properly looked after, must have an agent who takes thoroughly good care of them, who acts as their mediator and their counsellor and friend right along. That is the only way I can see in which we can arrive at a solution of the Indian problem. I really feel sorry for the Indians and their present condition in Manitoba. I would like to see the money devoted to the Indians well spent; I would not be niggardly at all in the matter of an appropriation for this purpose if I only knew that the money was being spent as it should be.

Mr. EVANS: I would like to say a word in support of what the minister has said. I do not think we should be stingy in the matter of voting money for the purposes of the Indians. We owe a debt to these people, and when the money is well spent we are well repaid in the effort. My own experience in connection with the Indians dates back to some thirty years ago, in connection with one of the reserves in Saskatchewan. The Indian agent who went among them at that time found the conditions very unsatisfactory indeed. Since then we have seen that reserve even without an Indian agent, although there are not as many Indians there now as there used to be, and they are in a very fair way. Some of them, I know, have fine herds of cattle, are following the occupation of farming and are living a civilized life in every respect. Their boys and girls are being educated, and they are intensely loyal. Some of them served in the Great War, and one I know particularly has gone out as a missionary to his own people. They are capable of being educated; they are susceptible to uplift, and I think we would make a mistake if we did not do our duty by them.

Mr. KENNEDY (Edmonton): What is the policy of the department with regard to some of the Indian reserves where the Indians have nearly all died? In my own constituency there are some very large reserves which used to be occupied by two hundred Indians but [illegible] only about ten. Then, there are small reserves which, after being [illegible] to some extent, were abandoned, and are now producing a splendid crop of weeds, wild oats and so on. Would the department consider the leasing of such land as that? I would ask also if it is the intention to retain the larger reserves where the numbers of Indians have materially decreased, or will the department dispose of some of them, and if so under what conditions?

Mr. STEWART (Argenteuil): If the land is fit for agricultural purposes and is not required by the band, the practice of the department has been to try to secure a surrender from the band and sell the land to white settlers.

Mr. GARLAND (Bow River): I wish to call the attention of the minister to the dissatisfaction which prevails among the Indians on the Blackfoot reserve in Alberta. They have many complaints, the chief of which is that under the terms of surrender agreement they were induced, they say, to consent to a reduction of their rations during the war from seven pounds of meat and seven pounds of flour a week to five pounds of meat and five pounds of flour a week, and a pound of tea, I think, every two months. They were under the impression that when the war was finished they would go back to the old scale, and they are dissatisfied now that many years have elapsed since the conclusion of the war and they are still on the war rations. The minister will realize that adults can hardly be expected to subsist on five pounds of meat and five pounds of flour a week—it seems miserable. If the minister has any explanation to offer I would like to have it.

Mr. STEWART (Argenteuil): I had no knowledge, until the matter was brought to my attention by the hon. gentleman some weeks ago, that there was any difficulty about

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rations on this reserve. My own idea is that we should carry out to the letter our contract with the Indians; that is the first principle we should lay down. On the other hand, the Indians on the Blackfoot reserve should be rapidly brought to a point where they are self-supporting. They are on splendid land; they can raise cattle; they have every opportunity of getting along well. It may be our fault that they are not self-supporting; I am not saying it is theirs. However, as I have said, I am prepared to carry out to the fullest extent any arrangement that was made with the Indians.

Mr. GARLAND (Bow River): The Indians tell me, through their chiefs, that during the winter and spring they actually go out into the reserve and gather up dead horseflesh and eat it, because they cannot get any other food. Of course, that is obviously improper. There are a number of other complaints that I would like the minister to investigate. One of them dates back to the campaign for greater production. The Indians tell me that they were charged $35 a set for harness that could have been purchased from any mail order house for $16 at that time. I would be glad if the minister would investigate that complaint. There is one other complaint, which is more sentimental than anything else. Some of the minor Indian chiefs wish to have the right to delegate to a successor at the time of death the chieftainship or honour which they may themselves possess. A man named Russa, an Indian brave, was bequeathed by a minor chief his chieftainship; this was about two years ago when the chief was dying. The agent informed the Indians that he had communicated with Ottawa but that no reply had been received; and no reply had been received up to last fall when I was there. Little things of this kind are very keenly felt by the Indian mind. Before I pass from that, may I ask the minister whether he has any knowledge of that particular incident?

Mr. STEWART (Argenteuil): Yes. In nearly all the western provinces an Indian chieftainship is not hereditary but elective, so that it would be in direct conflict with the elective sytem to attempt to pass the chieftainship down in hereditary line. We have a great deal of difficulty on the Six Nations reserve about that very thing. They have an hereditary system there and a very strong exception is taken to it by a great many of the Indians on the reserve, and as a result there is conflict going on all the time. With all due deference to the wishes of the chief I might say frankly that I would oppose the hereditary system as against the elective, which I think is much more modern and much more in the interests of the Indian.

Mr. GARLAND (Bow River): The chief did not give me to understand that they desired the hereditary system. I asked the question very pointedly when this matter was brought to my attention. Was the chieftainship delegated to this new man by the will of the tribe? I was informed yes, and that the agent had been so informed. So it would not be the hereditary system.

Mr. STEWART (Argenteuil): I have no knowledge of that particular case. It would appear that in that case he had been elected by the votes of the band but not confirmed by the agent.

Mr. GARLAND (Bow River): Owing to the delay at Ottawa, according to the agent's reply.

Mr. KENNEDY (Edmonton): Is there an amount provided in this item for improvements on extension to the school at St. Albert north of Edmonton?

Mr. STEWART (Argenteuil): No. There is an amount of $145,000 for the instruction school at Edmonton, which was formerly the Red Deer school.

Mr. GARLAND (Bow River): Is any provision made so that the agent will have power to relieve illness or cases of emergency?

Mr. STEWART (Argenteuil): That is always done. If there is not a resident doctor, there is a doctor whose duty it is to go to the reserve on call. That is the case with all the reserves.

Mr. GARLAND (Bow River): Do I understand the minister to say that the agent has power to allocate to a sick Indian additional supplies of food and so forth?

Mr. STEWART (Argenteuil): Oh yes. That is his duty. He must not allow the Indians to starve.

Mr. GARLAND (Bow River): I am glad to hear the minister say that because these chiefs have reported to me that on complaint to the agent at Gleichen they could receive no relief whatever. The agent replied, and I am giving this complaint as I got it, "I have no power. I must get that power from the commissioner."

Mr. STEWART (Argenteuil): The Indian is pretty much of a white man when it comes to describing his difficulties. He does not minimize them at all. I discovered that last

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year when I was on a visit westward. When I brought the officials and the chiefs together I found that the stories I had heard were not borne out by the testimony. I would be very glad to do the same in this particular case, bring the officials and the chiefs together, and if they have legitimate complaints we shall be glad to clear them up

Mr. GARLAND (Bow River): Thank you. May I ask how much capital was used in the original purchase of equipment, lands, stock and so on in connection with the Black Foot reserve?

Mr. STEWART (Argenteuil): I have not the figures at hand but will give them to my hon. friend.

Mr. GARLAND (Bow River): You will let me have them?

Mr. STEWART (Argenteuil): Yes

Mr. LEWIS: Why are the general expenses under this item for Manitoba and Saskachewan so great, much larger than any of the others?

Mr. STEWART (Argenteuil): This, of course, covers the salaries of all the agents in the western provinces and the expenses in connection with their offices It covers the Northwest Territory, Manitoba, Saskatchewan and Alberta. I have the figures in detail, but it would take considerable time to give them.

Mr. GARLAND (Bow River): The Indians of the Black Foot reserve complain of this fact: When their crop is threshed they are compelled by the agent to dispose of all of it except one load, which they are allowed to retain for seed. Some of these Indians have one hundred acres or more ready for crop and one load, of course, will not nearly suffice for seed. The result is, they say they have to go back to the agent in the spring and purchase at an enhanced price the additional feed required. Would the minister look into that?

Mr. STEWART (Argenteuil): I can hardly conceive of an agent being so improvident as to ask the Indian to sell his grain down to a point where he would not have sufficient left to seed his land. I think when we came to investigate that complaint we would find it was not borne out by the facts. However, we will investigate it. One of the things we are endeavouring to teach the Indian is prudence. Improvidence is his great failing; he does not provide, and that is one virtue we are trying to encourage him in. It certainly would be a very foolish procedure to sell beyond the point where his requirements for feed and seed would be fully met

Mr. GARLAND (Bow River): That was the way in which it struck me. What provision has been made on that reserve for the education of the children? I understand the school has been closed since July. It was alleged to be closed for repairs, but apparently it has not been opened up yet.

Mr. STEWART (Argenteuil): The school was closed simply for the purpose of remodelling and repairs. It is now open again and in operation

Mr. GARLAND (Bow River): How long has it been in operation?

Mr. STEWART (Argenteuil): About two months

Mr. GARLAND (Bow River): Is there any age at which the children are supposed to leave the school? I am informed, but I rather doubt it myself, that when the children reach the age of from thirteen to fifteen they are discharged from school and told to go to work

Mr. STEWART (Argenteuil): I can scarcely believe that because those I spoke of who are making such a splendid success in Saskatchewan went direct from the school to carrying on farming operations on their own account. They are kept at the school until the age of eighteen. I can hardly believe that any such order as my hon. friend mentions would have been issued in connection with the schools. I am free to admit that perhaps there is some ground for complaint in Alberta. On the Morley reserve Indian education was becoming expensive and in some cases they closed the boarding schools and attempted to educate these children in day schools. The department, however has abandoned that idea altogether because it seems to be a waste of money. The children are not kept in school regularly and during their absence go back as far as they have progressed practically, in their educational instruction. The only effective way is to get them into a boarding school where you can have some control over them and keep them under supervision until they have had an opportunity to get an education

Mr. GARLAND (Bow River): I have seen two crews of Indians at work threshing last fall. I stayed a week in one district where one of these crews was working and they gave immense satisfaction. They were more satisfactoy even than the white man, and I am glad to say that the employer paid them exactly the wages of the white man. They did splen-

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dul work. Can the minister give to the committee the terms of the agreement entered into with the Indians in regard to ploughed land, that is the land left when the greater production schemes ceased?

Mr. STEWART (Argenteuil): Where the Indian is equipped and ready to farm the land he is charged at the rate of $6 an acre for broken land, land that is broken and brought under cultivation under the greater production scheme. In regard to what my hon. friend has said with respect to selling supplies, harness, implements, etc., I may say that a considerable proportion was turned over to the younger Indians who gave evidence of a desire to go farming. In some cases these things were sold, but in the majority of cases they were given to the Indians as an encouragement. One of the difficulties I found when I took charge of the department was that as soon as the young people graduated and were ready to begin farming operations there was no provision for loaning or giving money to start at farming; and one of the rather vicious things that was happening was that the Indian would go out and get credit from the merchants in the vicinity. This led to considerable difficulty in getting adjustments made. Now we are adopting another method. The department are loaning sufficient funds to these young Indians to start farming in a moderate way, and in that manner we hope to maintain them on the reserve and encourage them in agricultural pursuits.

Mr. GARLAND (Bow River): In the first place, under the greater production scheme, the land was leased for five years. The chiefs endeavoured to make an agreement for $10 a head—that is $10 for each Indian on the reserve. Objection was taken to that sum, and it was cut to $6, which was accepted. However on the expiry of that lease the department went ahead and re-leased without asking the consent of the Indians.

Mr. STEWART (Argenteuil): That is released to white men?

Mr. GARLAND (Bow River): I think so. The Indians objected, and subsequently a further agreement was arrived at—with the local agent at any rate, although I think it must have been with the departmental officials—that, in return, the sum of $4 per head would be paid for these second leases. Is that substantially correct?

Mr. STEWART (Argenteuil): I am afraid not.

Mr. GARLAND (Bow River): Well, what are the facts?

Mr. STEWART (Argenteuil): I would like to say to my hon. friend that I cannot speak with authority regarding what has been done in the past, but the policy pursued now is this: The moment an Indian is ready to take this land we are prepared to turn it over to him. What I mean by that is that none of this land will be leased to white men if there are Indians ready and available to farm it. Just as fast as these young men wish to settle down we will place them on this land, not only on the Blackfoot reserve but on all the reserves on which the policy of greater production was carried on, in order to encourage the Indian to work these farm lands. So far we have not been able to get a sufficient number of Indians to farm the area that was under the greater production scheme. Therefore, we have to lease to the white men temporarily year by year.

Mr. GARLAND (Bow River): But is there an amount of $4 being paid to the Indians?

Mr. STEWART (Argenteuil): Not that I know of.

The CHAIRMAN: Shall the item carry?

Mr. MANION: No, Mr. Chairman. I want to ask a few questions and if I do so after eight o'clock it will probably be just as well.

At six o'clock the Speaker resumed the chair and the House took recess.

After Recess

The House resumed at eight o'clock.

PRIVATE BILLS

SECOND READINGS

Bill No. 119 (from the Senate), to change the name of Rio de Janeiro and Sao Paulo Telephone Company to Brazilian Telephone Company.—Mr. Ryckman.

Bill No. 120 (from the Senate), respecting Montreal, Johette and Transcontinental Junction Railway Company.—Mr. Denis (Johette).

Bill No. 121 (from the Senate), for the relief of Fannie Boyle.—Mr. Sheard.

Bill No. 122 (from the Senate), for the relief of James Forbes.—Mr. Spence.

Bill No. 123 (from the Senate), for the relief of Julia Tracey Kay.—Mr. Duff.

Bill No. 124 (from the Senate), for the relief of Charles Philip Roy McCabe.—Mr. Ross, (Kingston).

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Bill No. 125 (from the Senate), for the relief of William George Haden.—Mr. McMaster.

Bill No. 126 (from the Senate), for the relief of Gertrude Irene Wood.—Mr. Church.

Bill No. 127 (from the Senate), for the relief of James Murray.—Mr. Stewart (Hamilton).

Bill No. 128 (from the Senate) for the relief of James McAllister.—Mr. Sinclair.

Bill No. 129 (from the Senate), for the relief of David Albert Clayton.—Mr. Sheard.

Bill No. 130 (from the Senate) for the relief of Hugh Russell Fulton.—Mr. McKillop.

Bill No. 131 (from the Senate) for the relief of Mathilde Elizabeth French.—Sir Henry Drayton.

The House again in Committee of Supply, Mr. Gordon in the chair.

Mr. MANION: Has the position of Indian agent at the head of the lakes been filled? I know that the agent was retired a month or so ago but I do not know who has been given the position, if it has been filled.

Mr. STEWART (Argenteuil): The position has been filled by the Civil Service Commission, the appointee being Mr. J. Garry Burke.

Mr. MANION: Mr. Burke was never in the Indian service before?

Mr. STEWART (Argenteuil): No.

Mr. MANION: Is he a returned soldier?

Mr. STEWART (Argenteuil): Yes.

Mr. MANION: I desire to say a few words in regard to the Indians in this country. Ever since the white man entered Canada his race has been pushing the Indians further and farther back into the hinterland of this country. I do not say that in any critical spirit because I believe that Canada has been treating her Indians probably a great deal better than the people to the south of us have treated theirs, as is evidenced by the fact that throughout the time we have dealt with our Indians there have been practically no difficulties or troubles in connection with them, whereas in the United States the authorities have undoubtedly met with many difficulties in the way of guerrilla warfare and so forth. I believe, however, that it is well for us to bear in mind at all times that after all the Indians were the first Canadians; at least they were here before any of the rest of us, not excepting my good friends in Quebec. It should, therefore, be the wish of the Canadian people to show them every consideration possible; and indeed I believe that it has been the policy of the Department of Indian Affairs under all governments to treat the Indians in a reasonably fair way. At the same time the Indians throughout this country, at least in many bands, have been decreasing in great numbers. At the head of the lakes in the neighbourhood of Fort William and Port Arthur there are a couple of bands as well as one at Nipissing which, from what I have been given to understand are decreasing to a great extent, the [illegible] due mainly to disease of one kind or other. We are all aware that practically every disease to which the white man is subject deals more harshly with the Indians when it attacks him than it does with the white race, probably because the Indians have not become as immune, during a long [illegible] as is the white man to such disease. One disease in particular which has been attacking the Indians at the head of the lakes and also in British Columbia, where I understand the Indians are also decreasing in numbers, is tuberculosis. I have watched the progress of these people at the head of the lakes for the last thirty years, and I know that they have been decreasing in numbers to a very large extent from this cause. There are other diseases, of course, which levy a heavy toll on them, even including the comparatively mild disease of measles; and there is another unfortunate evil from which they suffer, which is not perhaps exactly a disease but rather an injurious habit which they have acquired. I refer to the use by the Indians of alcohol. I mention this fact because I fear we have not perhaps been doing enough to protect the Indians against themselves, so far particularly as diseases are concerned. I remember that in conversation once with a Jesuit priest who lived among the Indians, he told me that they were healthier both physically and morally before they became associated with white people. I believe he was telling the exact truth. The point I wish to make is this. While I understand from the deputy minister that a certain amount of educational propaganda is carried on amongst the Indians to inculcate some of the hygienic laws with a view to preventing tuberculosis or at least the most common forms of consumption, and while through the missionaries of different religious denominations in this country the Indians are being acquainted with the harmful effects of alcohol upon themselves especially—for they are affected to a greater extent by it than are most other races—, at the same time I feel that perhaps we might increase our efforts to educate these people to the importance of protecting themselves, more particu-

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larly against tuberculosis. It is important that we should teach them the means to prevent this disease to as great an extent as they possibly can. So far as alcohol is concerned after all the laws of most provinces, if not of all, protect the Indians, to some extent at least, against the alcoholic evil, so that they can obtain liquor only illegally. As regards tuberculosis, however, while there is a continuous campaign being waged against the disease among the Indians, even in their own dialects, still we might do more for them than is now done. The Indians are really a very inoffensive people in Canada. In the past, it is true, in the early history of the country, they were rather aggressive; but today I think, speaking at least of the Indians whom I have met, and I have grown up in their midst, so to speak, practically in all relations of life they are much less offensive citizens of this country, if they may be so termed than are the white men. It is for that reason, therefore, that I urge upon the minister the question of considering more active propaganda to be carried on, in whatever ways the deputy minister and the different officials of the department may deem advisable, to educate the Indians to take better care of their health. But there are other reasons besides humanitarian for undertaking work of this kind. For example, there is the point of view of the picturesqueness of Indian life in this country. I believe that the Indian life of Canada is of value to the Canadian people, particularly to those people in this country who have come from lands where Indians, the people we understand that word to designate have not existed. I wish therefore to impress upon the minister the value that there is in preserving to the people of this country the Indians whom we now have amongst us. They are, as I have said, of an inoffensive character, and from the humanitarian point of view, if, from no other reason, I think we should do more than we are doing at present to take care of them. I think that with a little more money expended in this direction than we are now devoting to the Indians we could protect them against diseases of various kinds; and I should be glad if the minister and the officers of his department would take such steps as would prove in the best interests not only of the Indians themselves but of the people of the country as a whole

Mr. McBRIDE: I have no complaint to make on behalf of the Indians regarding the minister, but rather I wish to thank him and his deputy for the way in which they have treated the Indians, particularly in the vicinity in which I live. Last year I spoke to the minister and his deputy with reference to the school at Kamloops, which was in a dilapidated condition. That school would have been built years ago had it not been for the war. The minister and his deputy came to the district and visited the reserve last summer. They looked fully into the matter, went through the old school, and were at once convinced that it was no place for children to be educated in. I can assure them that the people in that vicinity, not only the Indians and the reverend gentleman who is in charge of them, but the people generally appreciate very much the action the minister and his deputy have taken to improve the conditions for the children on the reserve.

Mr. CALDWELL: Owing to the fact that I was on a committee this afternoon when the estimates for New Brunswick were under consideration, I would ask the indulgence of the committee for five minutes to refer to certain conditions in that province. I want to refer to the roads in the Indian reserve in Victoria county, New Brunswick. This reserve is in the neighbourhood of a good-sized town and is situate in a populous part of the country. One has to drive through the reserve to get into the market town, and it is quite a hardship, especially in winter, to pass through the reserve because the Indians are not in a position to break the roads along these three or four miles. There is a great deal of snow in New Brunswick in winter and people experience considerable hardship in passing over that road to get into the town. In summer, of course, the condition is not so bad, but in winter it is very difficult to get over it. Part of the road is dug out of a side of a bank and when the spring freshets come it is invariably in very bad shape. Will the agent there be instructed to see that the road is kept open during the winter?

Mr. BANCROFT: I would bring to the attention of the minister the necessity of an early settlement concerning the hay lands on the St. Peter's reserve. This reserve is on the Red river just north of the town of Selkirk. These hay lands have been the principal source of supply of hay for the local farmers ever since the district was first settled. They enjoyed this convenience until about five years ago when the lands were leased in a block to a party for speculative purposes, thus of course cutting off the other settlers from their hay supply. The district is only about thirty miles from the city of Winnipeg, the train service is excellent and in every way the conditions are highly

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favourable to dairy farming, but I am told that since these lands were leased five years ago the number of stock in the locality has decreased by about 60 per cent. This indicates how very detrimental to the local farmers has been their exclusion from these hay lands. The lease runs out next month, and I would impress upon the minister the importance of not renewing it. These hay lands should be available to the local settlers in order that they may be able to build up a stock-growing industry. I have already taken this matter up with the department and with the minister, and I again take this opportunity of emphasizing the importance of this hay supply to the local farmers. I think it is the duty of the government to keep these lands out of the hands of speculators and make it possible for the actual settlers to buy them in small lots. If arrangements cannot be settled in time to make a sale this year before the hay crop is ready, I would suggest that the lands be leased in small lots to the settlers for this year's cut, and that arrangements be completed for a sale on the lines I have indicated so that the actual settlers may benefit instead of being sacrificed in favour of the speculator. This point of view, I may say, is shared not only by all the settlers in the community but by the residents of the town of Selkirk, which is the largest urban centre in the district

Mr. CARMICHAEL: What is the explanation of the increase under this item?

Mr. STEWART (Argenteuil): In answer to my hon. friend who has spoken of the scourge of tuberculosis among the Indians, while I would not say that we are taking adequate steps to this end, because it would cost a tremendous amount of money to wipe out this plague amongst the Indian tribes, yet we are trying by propaganda and education among the Indians to make them acquainted with the best methods of combatting the disease. Of course, we have the best chance of success among the children who attend the schools. Undeniably our Indian people, in common, I suppose, with those who have lived as they have lived for generations, are in rather a bad way so far as tuberculosis is concerned. We hope by the means I have indicated and by employing nurses to help the Indians save themselves from this scourge.

In reply to my hon. friend from Victoria and Carleton (Mr. Caldwell) I do not think it is the duty of the agent or of the department to keep open a public road, but in so far as we are responsible as a property holder in the vicinity we will be prepared to do our

share both in the construction and the maintenance of these highways passing through the various reserves

In reply to my hon. friend from Selkirk (Mr. Bancroft), we have had the matter he refers to under consideration. As soon as possible these hay lands will be put up for sale by public auction in small lots. We cannot guarantee that they will be sold to the local farmers, but at least they will be given an opportunity of bidding upon the various parcels that constitute this rather large hay meadow. In the meantime as soon as the lease expires we will offer this year these various parcels to parties who may wish to lease them and get the hay, as it will be impossible to arrange for a sale before the hay harvest

Mr. MEIGHEN: Would the land be leased by favoritism or by tender?

Mr. STEWART (Argenteuil): We will lease the parcels by tender.

Mr. MEIGHEN: What will be the difference between that condition and what has already prevailed? The present lessee got his lease by tender—he was the highest bidder, I understand that what the hon. member complains of is that the lands are not available for farmers in the neighbourhood. They will not be available to them after the minister leases them by tender this year, nor, after he sells them

Mr STEWART (Argenteuil): I do not wish to get into a controversy between my right hon. friend and the hon. member for Selkirk

Mr MEIGHEN. There is no controversy.

Mr STEWART (Argenteuil): —But I know of no other system by which the department can protect itself

Mr BANCROFT: I would suggest that the lands be leased in small lots, not in one whole block as was done before. In the latter case the lands will inevitably pass into the hands of speculators. If these lands are leased under what is known as hay permits every man who has stock can obtain so much of the land according to the number of his stock. This method would help the local stock-raising industry and would keep the lands out of the hands of speculators

Mr. MEIGHEN: That is not the tender system; that is the permit system

Mr. BANCROFT: Well, that is the system the local settlers want.

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Mr MEIGHEN That is what the minister says he is not going to do.

Mr. BANCROFT: The people there want the permit system.

Mr. BEAUBIEN: Has the minister had any complaints from the residents living near the St. Pie reserve in regard to the fencing of the reserve? A road has been cut through this reserve, and in the fall many of the settlers left their cattle out on the road. Trouble resulted, the cattle straying into the Indian reserve and being impounded by the Indians, which put the settlers to considerable cost and a great deal of inconvenience. I suggest to the minister that some fencing should be done on that reserve. There are very few Indians there, and they have had a great deal of trouble. Has the minister had any complaints?

Mr. STEWART (Argenteuil): No.

Mr. HANSON: Shortly after the last election the Indian agent at Perth, New Brunswick, under whose immediate care the Tobique band of Indians came, was dismissed from office without any reason being assigned. I happen to know that he is a man of more than ordinary intelligence and that he was perhaps one of the best Indian agents we ever had in that part of the country. Will the minister inform us why he was dismissed?

Mr. STEWART (Argenteuil): The information I have is that the services of this gentleman were not satisfactory

Mr. HANSON: No such reason was ever assigned. But I can tell the minister the real reason; it was because he did not support the hon. member for Victoria and Carleton (Mr. Caldwell). I do not know that he was very active against him, but that was the reason. Were any complaints against Mr. Wootten on file in the department, and if so, were they investigated by the department?

Mr. STEWART (Argenteuil): I cannot answer offhand whether or not there were any complaints.

Mr. HANSON: The secretary of the department is right in front of the minister; he knows Mr. Wootten personally.

Mr. CALDWELL: Perhaps I may be able to help the hon. member for York-Sunbury (Mr. Hanson) a little

Mr. HANSON: I want the information from the minister

The CHAIRMAN: I draw the attention of hon. members to the fact that this vote is for Manitoba, Saskatchewan, Alberta and the Northwest Territories. However, if the committee has no objection I suppose a brief explanation might be made.

Mr. STEWART (Argenteuil): No objection

Mr. CALDWELL: I am surprised to learn that this man did not support me. I understood from him that he did

Mr. JACOBS: The hon. member for York-Sunbury said he was a man of more than ordinary intelligence

Mr. CALDWELL: Then he should have supported me as a matter of course

Mr. MARTELL: There was no Liberal candidate, so he was the next best thing

Mr. CALDWELL: However, the chief of the Indian tribe at Tobique point wrote me something over two years ago stating that green timber was being cut on the reserve without a permit. I reported the matter to the department, and they got in touch with the Indian agent, who reported back that there was no such thing going on. All this will be found, I am sure, on the departmental files. I received a communication to this effect from the deputy minister, a copy of which I sent to the chief, thinking there must have been some mistake. By return mail I received another letter from the chief saying that at least 600 green logs had been cut, as well as a large amount of green pulpwood. I again communicated with the department, and I think they sent an Indian agent from another reserve to look into the matter. They found that it was true that this cutting had been going on, although the agent at that reserve denied it. I am convinced that he did not know anything about it, because I know the man; he is very conscientious and an excellent man in every way—and a very good friend of mine, by the way. As I say, I was surprised to learn that he did not support me in the last election, because a man of his good judgment would naturally, I should think, follow that course. If the minister looks into the files I think he will find that that is the reason Mr. Wootten's services were dispensed with. Mr. Wootten was leaving the locality, I believe; he is up in Northern Ontario at present.

Mr. HANSON: He left this month; he was dismissed a year ago. I should like to ask the minister if any complaint was ever made against Mr. Wootten, and if so, whether it was investigated by the department?

Mr. STEWART (Argenteuil): I am informed that this timber transaction was about

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the only thing concerning which his occupancy of the position was questioned. I am also informed he did not give his full time to Indian affairs; that he was engaged in other business.

Mr. HANSON: How could you expect him to do so, on the miserable salary you paid him?

Mr. STEWART (Argenteuil): We expect to get service, even for miserable salaries.

Mr. HANSON: Not his full time.

Mr. MICHAUD: I know something about this gentleman, and if the hon. member for York-Sunbury wants to know in what respect he did not fulfil his duties, I can enlighten him on the subject. In the first place, the hon. member will know that Mr. Wootten got the position of Indian agent as a reward for his activities as Conservative organizer in the county of Victoria. I know that county very well; I had the honour of representing it for some time. Then, Mr. Wooten was so active as an insurance agent that he had hardly any time to give to the affairs of the Indians on the Perth reserve. As he was not doing his duty in connection with the work on behalf of the Indians, he was, therefore, dismissed for a good cause

Mr. MEIGHEN: It would look as though he had been dismissed by the hon. member for Miramichi instead of by the minister The minister did not know anything about the reason for the dismissal, but—

Mr. MICHAUD: Who is the member for Miramichi, I would like to know?

Mr. MEIGHEN: Restigouche—they are pretty close together.

Mr. ARCHAMBAULT: The Miramichi is an old boat

Mr. MEIGHEN: I would like to ask the minister what is doing and what he proposes doing in regard to the greater production work in the West.

Mr. STEWART (Argenteuil): I have not changed my mind with respect to the matter since last year. With the single exception of the farm near Regina, we propose turning those lands over to the young Indians who qualify as farmers. Of course that cannot be done in a moment; we shall have to continue until such time as these young Indians are in a position to take over the lands. Each year will show, I think, a very substantial reduction in our farming operations.

Mr. MEIGHEN: I read in a return brought down in answer to some questions a statement which indicated very gratifying results from the greater production operations. I think it would be well if these were made known to the committee. I do not object to the gradual closing out of the enterprise, but I would not want to see it closed out any more rapidly than suitable Indians were available to utilize the lands that have been brought under cultivation. Otherwise these lands would be worse than wasted; the cultivation would be harmful instead of beneficial, because the land would all go to weeds If I caught the minister's words aright, the farm he proposes continuing within the scope of the enterprise is the one near Regina. What is the name of the reserve?

Mr. STEWART (Argenteuil): Muscowpetung

Mr. MEIGHEN: About 4,000 acres?

Mr. STEWART (Argenteuil): Yes.

Mr. MEIGHEN: It will be some time before they are withdrawn.

Mr. STEWART (Argenteuil): We are always having difficulty in connection with Indian farming. What I mean by that is that almost every year there will be reserves upon which seed will be required, and I think a farm of that character might very well be continued by the department in order to provide the necessary seed. It might be said that there is no reason why these reserves should not provide seed for themselves, and that does happen once in a while. With the exception of that one farm, I think we should close out these farms as rapidly as we have Indians qualified to take them on. Of course we must continue to operate until then, otherwise the lands would grow up in weeds

Mr. MEIGHEN: What are the results so far as they can be known now?

Mr. STEWART (Argenteuil): I will give that information, which is in the form of answers to some questions that were asked. I do not know by whom. The quantity of grain grown on the Indian reserves in the three prairie provinces during the last five years was 5,363,339 bushels; the proportion of this grown by individual Indians was 3,532,347 bushels; the proportion grown by white settlers 1,100,000 bushels; the proportion grown by the greater production operations was 730,992 bushels; the quantity of grain grown on these same reserves during the five years previous to this period was 5,586,938 bushels; the area summer fallowed and broken by Indians during the last five years was 112,294 acres; area during the previous five years, records

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not available for breaking and summer fallowing, but total area under crop 1913-1917 inclusive 184,302 acres; amount of rentals collected during the last five years $440,009 88; amount collected during the previous five years $54,321 00

Mr MEIGHEN: What is the amount still due and collectable?

Mr STEWART (Argenteuil): I have not that here but it will be a fairly considerable amount I imagine

Mr. MEIGHEN: Perhaps I did not get the minister's figures right. If I understand them properly his figures were wrong as to the amount grown in the previous five years. I have it at about three and a half million bushels, not five million odd. The increase is something over 100 per cent

Mr. STEWART (Argenteuil): My hon. friend is quite correct. The quantity of grain grown on these same reserves during the five years previous was 3,586,938 bushels, not 5,580,938 bushels

Mr. MEIGHEN: The minister read 5,000,000. There should be about $130,000 due and collectable still, and if so that amount added to the $440,000 which the minister has just given would make a total of $500,000 of direct cash resulting from an investment of about $300,000. In addition, of course, there would be the buildings. They will be used now by the Indians that are coming on to take possession of the land, the tractors and farm machinery that the greater production enterprise has, and as well there would be some outstandings that would still come in. I mean aside from the rentals. So the whole enterprise would be a very profitable one from every standpoint. Of course, I am quite aware that a large share of the profits come from the leases, but even without the leases there is a very gratifying result from the whole greater production enterprise. I would like to know if the minister's ideas agree with mine on this subject or has he something in his mind that modifies or in any way tempers his enthusiasm with regard to the results attained?

Mr STEWART (Argenteuil): I was not questioning the results at all, but I do not think it would be wise to continue the greater production of grain enterprise now. I do not see any necessity for continuing it. All I am endeavouring to do is to get the Indians to take over this land as fast as they are able to do so and to get down to one reasonable-sized farm close to Regina, where the work can be looked after by Mr Graham, and a store of grain be left available at that central point for use as required.

Mr. MEIGHEN: I think the greater production work is good, but I think the Indian on the farm is better, and consequently while there is an Indian who is likely to succeed standing by ready to take the land I agree with the minister that the right thing to do is to let him take it, but save for that, and only as the work is invaded by the Indians, I would say continue the greater production operations. In that way some use is made of otherwise almost abandoned land, the very best waste land in the West. There is need of the greater production operations for the purpose of utilizing that land. Why, the minister could get a very considerable sum towards his Indian estimates by continuing this to the utmost degree consistent only with not shutting out any Indian ready to farm, and at the rate of increase of these estimates I would think that would appeal to the minister as a very advisable thing to do

Mr. STEWART (Argenteuil): I just might say in reply that when farming under the greater production scheme you might have a period of years when you would be very successful, and then you might strike a period of years in which your expenditure would far outbalance your revenue.

Mr. MEIGHEN: You would hardly strike any worse than we have had lately

Mr. STEWART (Argenteuil): Do not make any mistake. That could be done very easily. These bad cycles fortunately did not strike the greater production area very seriously

Mr. MEIGHEN: They struck it right between the eyes. The big greater production farms were hailed, and drought came and brought down the yield to about seven bushels per acre on the largest farm on the Blood reserve and on the second largest nearby I think it encountered pretty nearly everything that western farming encounters and still it has succeeded

Mr. STEWART (Argenteuil): It has succeeded largely because you have been very successful in Saskatchewan. They have been very fortunate in getting splendid crops, and this year again there was a magnificent crop in Saskatchewan; I saw it. But on the whole it is rather a precarious undertaking. These lands were broken at a time when stress was being put upon the government to increase production in Canada, and it was a laudable scheme to enter upon at that time, but so far as

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I am concerned when my hon. friend points out that this is a way in which we might obtain revenue I would say that we are obtaining all the revenue we can from the rentals of these lands. But after all I am fearful whether this is not a doubtful way of obtaining revenue taking one year with another, breaking up these lands and taking chances on leasing them. I am speaking of lands the Indians would not otherwise be able to utilize. Part of the difficulty complained of by my hon. friend from Bow River arises from the fact that these lands during the period of inflation were leased at high rentals, and the leaseholders were unable to pay. The Indian knows what these lands were rented at and he is disappointed and thinks somebody has been retaining what rightfully belongs to him. I have gone pretty thoroughly into all these matters with the chiefs themselves, and I know that that is partly the cause of their complaint, whereas the rancher, and in many cases the renter, has lost all that he put into the enterprise. Take the case of the leases, the very Gleichen reserve that my hon. friend from Bow River is speaking about. The rancher who had that lease is practically bankrupt owing to the severe drop in the price of cattle and the very high rental he was foolish enough to pay for the lease. Yet the Indian expects to get that money.

Mr. MEIGHEN: It is not so much a matter of what the Indian expects as what is best for him. Suppose the minister does see that he gets the benefit of the money; all well and good. Better do the best that can be done with the land and let the money go to the Indians as far as I am concerned. I would not want to see the land simply given up and the whole enterprise abandoned even if somebody did pay too much. That is always going to happen and, of course, the man who loses has to take his risk. I do not want to see everything simply put aside, the tractors stacked up, and the enterprise left in the lurch, any more rapidly than is necessary to take care of the Indians.

Mr. STEWART (Argenteuil): I am not sure that my right hon. friend realizes exactly what is being done. I assure him that we are trying to make the best use of every acre of land that cannot be utilized by the Indians. I would like to see the Indians out there encouraged, as far as possible, to utilize their grazing land. There is no use blinking at the fact that they have not nearly the number of cattle they had some years ago and we must get busy and encourage them to own and raise their cattle on these reserves. Not only that but we must encourage the young men to engage in agriculture in order that they may maintain themselves. It can be done. I pointed out this afternoon a very clear evidence of that in Saskatchewan where the Indians are making splendid progress, and I see no reason why the same thing cannot be done on every one of these western reserves.

Mr. MEIGHEN: I agree with the minister in that. I agree with him that the right line of education for the Indian youth—after the three R's are mastered: reading, writing, and arithmetic and no excessive amount of any of them—is to teach him to work, teach him to farm, particularly to teach him to earn a living. I am inclined to agree with the leader of the Progressive party on this subject. I do not think there is any use trying to make a white man of the Indian whether in education or, possibly, in religion; it cannot be done. The thing to do with the Indian is to remember that he is only a few generations from the bush. Keep him in the open as much as possible, children as well as men—that for the purposes of their health—and utilize the funds of the government to teach them to earn their living. I am inclined to think we spend too much money on certain forms of education, and I have doubts whether the additional half million that is asked for in this vote is necessary providing we confine the application of public moneys to the essential educative needs of the Indian. I would be sorry to see any niggardliness in the way of policy as to education, providing it is such education as fits the Indian to help himself. There is no easier way of wasting money than on unnecessary school equipment, teachers, and so forth, and unnecessary curriculum for Indian children. As the hon. member for Brandon (Mr. Forke) said there has been a tremendous amount wasted. I do not know what the proportion is but a good large proportion are right under the blanket in a month from the time they get out of the school, and unless some feature of the File Hills work follows the school, the money of the government has gone within a short time after graduation. I think the efforts of the department should be more and more directed to bringing the individual Indian into a responsible working job as he gets out of the Indian school. If such is the policy it is going to bring far better results than to continue him in the school and then abandon him when he gets through. So, while I do not object to the extra grant—providing the officers of the department and the minister have thoroughly thought the subject out—I really, if I had to do it myself,

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would go over the estimates again and see if the half million could not be struck off, and the moneys already voted—I mean the moneys that have been voted in previous years applied, perhaps, to curtailment of the academic curriculum to some extent, the land now being used for more practical purposes and for the continuation of the File Hills work.

Mr. STEWART (Argenteuil): I would just like to say in reply to my right hon. friend that is exactly what I have been trying to do in the committee this afternoon.

Mr. MEIGHEN: Yes, I heard some of it.

Mr. STEWART (Argenteuil): —and I agree most heartily with it. I think the mistake that has been made is, that we have been trying to educate the Indian and then abandoning him the moment he steps outside of the schoolroom door. I do not see how you could expect any different result. I cannot very well see how it could be different. You have only given him an education; you have not equipped him at all to take his place in a different walk of life and you have spoiled him for the avocation carried on by his people. Now, what else could be the result but that in many cases he would be a failure such as has been depicted by the leader of the Progressive party. With these object lessons in front of us we should endeavour to shape our policy accordingly. I am not anxious to give the Indian a very extended education, but I do earnestly desire to give him a sufficient education in order that he may be able to take his place with the white man in the ordinary avocations of life.

Mr. MEIGHEN: But there is an enormous increase.

Mr. STEWART (Argenteuil): My right hon. friend must bear in mind the fact that the late government spent no money on educational institutions during the whole period of the war.

Mr. MEIGHEN: Oh, yes, we spent some.

Mr. STEWART (Argenteuil): I would like to take my right hon. friend to some institutions in which the Indian youth is being educated; I would like to show him some of the institutions in which the work is being carried on. Surely, in all fairness, if we are to do this work, if we are to even make an attempt to do it, we ought to have reasonable places in which to house these children and that has not been the case. I saw some examples of that. I saw some splendid institutions. I saw an institution at Qu 'Appelle of which the Canadian government, or any other government, can well be proud; a splendid building, well conducted, and the pupils that I saw there demonstrated the advantages of an institution of that kind. It is not my policy to build institutions of that character. At the same time I think that much better work could be done in an institution of that character rather than one in which they cannot keep water from freezing, one in which the floors are worn out and the windows are falling out of the building, and where there ought to be 150 or 175 pupils. That is why I am asking for this money. I am not asking it for the purpose of building elaborate establishments and putting in elaborate equipment. What is proposed is to have a reasonable kind of a building with a very modest
9 p.m. equipment in order that this work may be carried on. If we cannot make any progress in assisting the Indians in Canada through a reasonably educational method, I am afraid that the red man will deteriorate, and that he will be a bigger burden in the way of maintenance upon the people of Canada than he will by trying to make him sustain himself by this method.

Mr. KNOX: In following this subject a little further I would like to say that I have in mind one institution to which I might refer for a few minutes without getting away from the subject. I refer to the boarding school at Duck Lake where not only educational work is carried on, but agricultural education is given in connection with it. It is under Father Delmas who is doing exceptionally good work. I was struck by the remarks of the hon. member for Carleton (Mr. McBride) a few days ago when he spoke about the road trouble that had followed a visit from the minister and his deputy last summer, and I would like to impress on the minister the necessity of paying a visit to the Duck Lake institution. I feel sure if he went there some provision would be made for better buildings in that location. The buildings there are not adequate for the work that is being done. They are out of date and getting out of repair in a great many ways. It was hoped that something would be done this year but I understand it is impossible to give the matter any attention just at present. I would like some assurance from the minister that this point will be kept in view for the future and that we may look forward to something being done there.

Mr. TOLMIE: Can the minister tell the committee what is being done in the way of stimulating the Indians in the production of beef cattle on the plains?

Mr. STEWART (Argenteuil): Unfortunately the Indians on the plains have not as many cattle as they had ten or twelve years ago

Mr. TOLMIE: Does the minister know the reason?

Mr. STEWART (Argenteuil): No, but they had some very bad seasons, and for some reason or other they do not appear to have as many cattle as they formerly had. I think we should endeavour to change that condition. Instructions are given to the farm instructors and agents on the reserves to encourage as much as possible the production of live stock, because it seems to me we should not have to buy beef to maintain the Indians upon the plains. We should not have to furnish beef particularly to bands located where there is plenty of grass in a good grass country. The Indian can very well be taught to take care of his stock. He is perhaps improvident and all the rest of it, but it is part of the business of the agent and farm instructor located on the reserve to assist him in that respect.

Mr. TOLMIE: Is the government doing anything to improve the quality of cattle? What is the government doing in the way of providing winter feed, hay and so on? Is the pit silo used in that country at all?

Mr. STEWART (Argenteuil): No, we have not had to resort to a pit silo. The Blood reserves in the West have always had plenty of grass and hay to maintain stock during the winter. Indeed they have sold great quantities of hay during the winter, instead of having the stock consume it. But every year it has been the policy of the department to purchase pure-bred bulls for distribution on these reserves where they are required.

Mr. TOLMIE: What prices has the government to pay in the purchase of these bulls?

Mr. STEWART (Argenteuil): We have to buy them in competition at the sales.

Mr. TOLMIE: There is no limit as to price.

Mr. STEWART (Argenteuil): We have to pay what the other buyers have to pay

Mr. FORKE: Will the minister explain that item of $8,145 for the Sioux indians? Nothing is stated except the word "Sioux".

Mr. STEWART (Argenteuil): This is a large number of small items. However I may say in reply to my hon. friend from Prince Albert (Mr. Knox) that we have had many representations made with regard to the Duck Lake school. We know it is in rather a serious condition, but it will probably take ten years to catch up with the construction and improvement of the various schools throughout Canada for Indian education, and we will attend to those just as fast as we can afford to do so

In reply to my hon. friend from Brandon (Mr Forke) I would say that the estimate of $8145 is made up as follows: the Birtle agency got $15 worth of flour, $30 worth of bacon, $10 worth of tea, $1 worth of rice, $1 worth of rolled oats, and medical attendance $75. The Portage la Prairie agency got $30 worth of bacon, $12 worth of flour, $10 worth of tea, $2 worth of rice, medical attendance $200, medicine $150, and $50 was given to relieve unforeseen cases of destitution. The salary of the constable at the Sioux village was $60 Then the Griswold agency item is made up in the same way.

Mr FORKE: The Sioux Indians are not treaty Indians. They are only getting this as a grant, I think, from the government. I think that grant of $8,000 will probably cover a good deal more than 1,000 Indians. You can figure out how much is coming to an Indian from the government when you consider it in that light. It will be understood that there is no treaty money paid to those Indians, and this is all they get. I think it is hardly fair why the condition of these Indians is such as it is to-day. The government practically does nothing for them. They supply the agent and that is all. The flour and feed that is handed out amounts to nothing. Although they are not treaty Indians, they have lived for 50 years in Manitoba, and I think they are entitled to just about the same treatment as the other Indians in the Dominion of Canada

Mr. STEWART (Argenteuil). I do not know that they get any different treatment from the Indians on the plains. The treaty Indian is largely in the North.

Mr FORKE: Do the Saskatchewan Indians not get anything in the way of treaty money?

Mr STEWART (Argenteuil): Five dollars a head

Mr. FORKE: The Manitoba Indians do not get that

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Mr. STEWART (Argenteuil): The Sioux Indians.

Mr. FORKE: No, I do not think so.

Mr. MEIGHEN: The minister read an item for medical services. Is it a fact that the appointment of doctors for the reserves has been taken away from the Civil Service Commission and is once more under patronage?

Mr. STEWART (Argenteuil): Not that I know of. There has been no change, so far as I know. If a medical officer is appointed permanently, he is appointed by the Civil Service Commission, but, as formerly, where it is a case only of payment for attendance by the doctor residing in the village, he is paid for the visit.

Mr. MEIGHEN: What is the case at Portage la Prairie? Which class does he come under?

Mr. STEWART (Argenteuil): He is not a permanent official. He gets $200 and his fees.

Mr. MEIGHEN: So that he is under patronage?

Mr. STEWART (Argenteuil): Well, I suppose he is under patronage, if that is the definition of it. But I may tell my hon. friend that that would not be the definition I should place upon it.

Mr. MEIGHEN: It very distinctly applies.

Mr. STEWART (Argenteuil): Let me ask my hon. friend this question: If it were necessary to appoint a permanent official he would be appointed by the Civil Service Commission, but if it is not necessary to appoint a permanent official and he is simply paid for his visits, does that indicate that there is patronage?

Mr. MEIGHEN: No, I was just going to indicate why it was patronage. The minister has fired the incumbent.

Mr. STEWART (Argenteuil): At Portage la Prairie?

Mr. MEIGHEN: Yes.

Mr. STEWART (Argenteuil): I was not aware of that.

Mr. MEIGHEN: Yes, and he has appointed another. The incumbent who was there was one of the leading physicians of the town. He was a married man with a family and his two partners were returned soldiers. They had been partners for some time and are still, and the minister has appointed in the place of this man a gentleman who had no connection with the militia or war in his life, so far as I know, nor has he any partner who has had such a connection. In other words, the minister has virtually taken the position from returned soldiers. Of course, he has given it to a leading Liberal, and if such a man could be called eminent the adjective might apply. That is the indication of patronage.

Mr. STEWART (Argenteuil): Is the present incumbent not a medical man?

Mr. MEIGHEN: Oh yes, he is a medical man. I did not dispute the fact of his being a medical man; indeed, I said that he was in a leading position so far as Liberal medical men are concerned.

Mr. STEWART (Argenteuil): Then the implication is that a Liberal could not be eminent?

Mr. MEIGHEN: No, I am not saying that at all. What I am complaining of is that the minister by the exercise of patronage has taken the advantage of the work from men who were entitled to it under what is supposed to be government policy, or at least is alleged to be such, of giving the preference to returned men. That is what I complain of. Does the minister think that is right? If so, on whose recommendation was it done? Perhaps I should apologize for asking any question about Portage la Prairie.

Mr. STEWART (Argenteuil): I was going to ask the hon. gentleman if he was speaking on behalf of the people of Portage la Prairie or on behalf of the representative of the district.

Mr. MEIGHEN: I am speaking for the public, the great people. Will the minister let me know why that was done and on whose recommendation?

Mr. FORKE: I would suggest that we send for the member for Portage la Prairie (Mr. Leader).

Mr. STEWART (Argenteuil): I cannot answer my hon. friend because apparently any changes of this character must of necessity, in the opinion of hon. gentlemen, be changes brought about by patronage.

Mr. MEIGHEN: It looks like it.

Mr. STEWART (Argenteuil): I may say to my hon. friend however that there was good and sufficient reason for the change, although I have no recollection now of its having been made. Undoubtedly I am responsible for it.

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but I cannot give any information in regard to the matter because I do not now recollect how it came about. It is very evident, of course, that it was not brought about at the request of my hon. friend.

Mr. MEIGHEN: Hear, hear.

Mr. STEWART (Argenteuil): Perhaps the other representative asked for the change?

Mr. MEIGHEN: Do the ministers' officials not know any reason why a medical man who was giving good service was dismissed?

Mr. McBRIDE: I might say a word in connection with a medical man appointed in my district.

Mr. MEIGHEN: We had better get through with this one first.

Mr. McBRIDE: I might inform the committee that one of my strongest opponents, a lifelong Conservative, was appointed and no one had any objection to offer.

Mr. MEIGHEN: Can the minister not ascertain any reasons at all for the change that was made in this case? Are we not entitled to know whether or not the public interest was considered in the matter, or whether the change was made from purely party interest? What is the House for if the minister can simply say he does not know and no one else knows? That does not help us very much.

Mr. STEWART (Argenteuil): All I can say is that I have not been in the habit of dismissing people for partisan purposes. I have no recollection of how the change came about, although I assume that I knew all about it at the time. I assume also that the Indians are getting the same kind of service now that they got in the past. I do not think it is incumbent upon me to give further reasons.

Mr. MEIGHEN: What about the returned soldier phase of the question? Does not that appeal to the minister?

Mr. STEWART (Argenteuil): Almost in every case, yes.

Mr. MEIGHEN: Why not in this case?

Mr. STEWART (Argenteuil): I have already told my hon. friend that I have no recollection of the change having been made, but no doubt it was quite in order and proper. If it was not, why, I have no information to give about it.

Mr. MEIGHEN: I do not know why the minister qualifies his remarks with the phrase, "no doubt." Has his deputy no recollection of the change at all? I can scarcely think he has not. I think the change was wrong. I do not want to be understood as complaining about the medical qualifications of the new appointee; not at all. But if the government really consider the returned soldier in matters of this kind, they should not have made that change; and in any event, when they made the change they should have made it so that a returned soldier would get the benefit.

Mr. JACOBS: It might be consoling to the leader of the Opposition to know that firing good men seems to have been epidemic in Portage la Prairie.

Mr. MEIGHEN: That is right.

Mr. GOULD: Can we ascertain from the figures given by the minister regarding the total productions of reservations during the past year, which reserve showed the best returns? Are the various amounts given separately? I have in mind the White Bear reserve in my own district, and it seems to me that these Indians should be given better school facilities on the principle laid down by the member for Prince Albert (Mr. Knox). Last year I believe the minister did make visits to many reservations throughout the western country, but I find that the White Bear reservation was passed over. He did not honour that reservation with a visit. There are many things there not altogether connected with the Indians that might come under the department. There are three or four questions correlated to the Indian reservations, such as pleasure resorts and so on, which the department might consider. I might state that on that reservation the Indians have, in my opinion, facilities for production which are better than can be found on the average reservation. They have an open area for the growing of cereals as well as a bush which provides pasturage facilities for the raising of cattle, an industry which the Indians go in for extensively in that locality. The public make one complaint particularly in regard to that reservation. There are large sloughs on which there are vast quantities of hay, but outside of that area there is very little. The white people, when the Indians do not show any desire to put the hay up, endeavour to rent these hay areas from them, but in all cases they have been refused, with the result that hundreds of tons of hay are frozen each year in these sloughs. I do not know whether the minister has any jurisdiction in this matter, or whether the agent is wholly responsible. However, I rose merely to say a word for these Indians. I think it would be found, if

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the various returns were segregated, that per capita the White Bear reserve stands well to the head of the list in the matter of production; and when Indians show such a state of progress I think they should be given greater consideration in the way of school facilities than is evident now in the quality of the buildings that are to be found on that reservation. While I am about it I wish to extend to the minister a hearty invitation to come this summer and pay this reservation a visit

Mr. KNOX: Is there any expenditure on what is known as the Round Plain band of Sioux Indians north of Prince Albert?

Mr. STEWART (Argenteuil): We have an expenditure in the Carleton agency of $552 in respect of that particular band

Mr. MEIGHEN: Does the minister contemplate any reorganization of his department in the West? Has he in mind any change of status of any of the inspectors out there?

Mr. STEWART (Argenteuil): Not at the moment. The inspectors appear to be doing good work. I speak particularly of the two who operate from Regina. I think some change might be made which would be beneficial to the service, but I have not arrived at a definite conclusion about it yet

Mr. MEIGHEN: I would like to say this, and it has to do with what the hon. member for Victoria City (Mr. Tolmie) impressed upon the minister a few moments ago in relation to the improvement and the multiplication of cattle upon the reserves and the general farming success of the Indians. Everything, or nearly everything, depends upon the efficiency, energy and fidelity of the agent. Our Indian agents are appointed by the Civil Service Commission, and I think, taken all through, the commission are as likely to get efficient agents as the minister would be if the appointments were made in his hands—in fact more so. They are just as liable to make a mistake—no more so; but they are not subject to the same pressure to appoint some one who is not efficient. But unless there is an official of extraordinary competence, and not only a good judge of the success or failure of an agent, but with the backbone to see that the agent does his work or, if not, to recommend to the minister that his services be dispensed with, there will not be any multiplication of Indian stock and there will not be any improvement of Indian farming. I have in mind, of course, Mr. Graham. I learned to know something of the actual work of Mr. Graham in that regard, and the minister is very fortunate indeed in having a man who has the mastery over agencies that Mr. Graham has. An agent who fails should be discharged, because a whole lot results from his failure, and consequently there should be no principle of mercy whatever in dealing with him

An agent ought to succeed or he ought to be discharged. The minister himself cannot, nor can a deputy or anyone else in Ottawa, be a correct judge of the work of an agent. You can tell a lot, I know, from the reports sent here, but it is only by being in constant touch with the reserves themselves that the quality of the agent's work can be gauged. This work is under observation from month to month and from year to year by the inspector, and the agent is aware of this and knows the inspector is going to visit him. Unless that is the case there is likely to be lassitude and lethargy on the part of the agent and poor results will follow. That is the suggestion I make to the minister

He states there has been a diminution of Indian stock in the last ten years. I believe that is correct. But what I think is also correct is that up to the time the jurisdiction of Mr. Graham was extended, about five or six years ago, the diminution had gone on pretty rapidly. In certain agencies where effective men were in charge, and as the drones were one by one moved away and better men put in their places, there was an improvement in cattle production. I do not know what the result has been this last year or two. I would not think the improvement had continued, because, as everyone knows, there has been a general diminution of stock all over the West, and the Indians may have had the same experience as others; the depression may have operated among them with the same result as it has operated among the white people. But, subject to that consideration, there was an improvement for some little time, and the minister will never be able to continue the improvement or advance upon it unless he succeeds in weeding out poor agents and getting efficient men in their stead

Item agreed to

British Columbia, $269,850

Mr. MacKELVIE: What has been done regarding the appointment of an inspector of agencies in southern British Columbia to succeed the late Major McGraw?

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Mr. STEWART (Argenteuil): It is still before the Civil Service Commission.

Mr. MacKELVIE: And Kamloops?

Mr. STEWART (Argenteuil): The same.

Mr. GARLAND: What is the explanation of the increase of $2,730?

Mr. STEWART (Argenteuil): Statutory increases of salaries to the officials.

Mr. LADNER: How many Indians are at present in jail on account of pot-latching?

Mr. STEWART (Argenteuil): I am informed there are not any.

Mr. LADNER: I saw by the press a few days ago that Magistrate Halliday of Alert Bay had sent down some Indians.

Mr. STEWART (Argenteuil): We have no report.

Item agreed to.

General, $167,500.

Mr. JACOBS: I do not know whether under this item I can ask the minister respecting the sensational reports that appeared in the newspapers a few days ago regarding the expulsion of certain halfbreeds from Caughnawaga reserve near Montreal. It was reported that some of these people who had been living for a considerable time on the reserve were expelled without notice and were becoming public charges on the adjoining municipalities.

Mr. STEWART (Argenteuil): I have rather a lengthy report on this matter. The purport of it is that a white man married a native woman on the reserve, and an arrangement was made with the Indian father-in-law under which the white man undertook to maintain him in return for a lease of his holding. This arrangement the white man did not carry out to the satisfaction of the father-in-law, who wished to have the agreement cancelled. The outcome was that the council of the Caughnawaga Indians took action by resolution asking for the removal of the white man from the reserve, and in compliance with that request a constable was sent down to remove the man. In the meantime he disappeared across the boundary and unfortunately his wife and children, who by marriage forfeited their right to remain on the reserve, had to be ejected at the request of the council. That is all that happened; there was nothing sensational about it. It was merely carrying out the request of the council itself. There is no intention of going any further with the matter or of removing anybody else.

[Mr. MacKelvie.]

Mr. JACOBS: The newspaper report was highly sensational; it stated that about 2,000 people were ejected by this expulsion.

Mr. KENNEDY (Glengarry): I notice in this item the sum of $50,000, payments to Indians surrendering their lands under certain provisions of the Indian Act. In connection with the St. Regis reservation, certain islands in the river St. Lawrence were held under long-term leases, which in the last few years have expired. What islands are there in the St. Lawrence near the St. Regis reservation the leases of which have expired, and what is the policy of the department in that connection?

Mr. STEWART (Argenteuil): This question is before the courts for decision and in the meanwhile we cannot give a very direct reply.

Mr. KENNEDY (Glengarry): What islands are involved in the controversy?

Mr. STEWART (Argenteuil): We have not that information, but we shall be glad to get it for my hon. friend and send it to him to-morrow.

Item agreed to.

Indian Education, $1,943,702.

Mr. MANION: Would the minister explain the increase of over half a million dollars?

Mr. STEWART (Argenteuil): This appropriation is for buildings, and includes the following: new school building at Edmonton, $145,000; Blood reserve, residential school, conducted under the auspices of the Church of England, to be rebuilt at a cost of $125,000. Coqualeetza industrial school, improvements, $115,000. This institution has had a most successful career under the auspices of the Methodist church; it enjoys popularity among the Protestant Indians in British Columbia. Kuper Island, a Roman Catholic school which has been closed for some years is to be reopened at an expenditure of $40,000. We are spending on St. Mary's mission school, British Columbia, $20,000. Birtle school, at Birtle, Manitoba, new wing, $15,000; Cross Lake, northern Manitoba, addition to main building $10,000. Portage la Prairie, additions to main building, $5,000. We are also constructing barns at a number of the schools. There are also two items, one of $35,000 and one of $27,000, with which it is proposed to purchase, for the Roman Catholic and Presbyterian churches, two Indian residential schools in Saskatchewan, to be adequately equipped and modern in every respect.

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Mr. MANION: The minister spoke of a school being reopened. How did the Indians get along without that school, and why is it that just at the present time it requires to be opened? I am only asking for information

Mr. STEWART (Argenteuil): There have been a number of cases in which day schools have been found to be entirely ineffective because you could not get an attendance. That applies in connection with the reopening of this particular school. The department attempted to carry on the educational work on some of these reserves by day school, but it was found that proper results could not be obtained except by the boarding school method

Mr. MANION. The teachers are mostly white girls and men, are they not?

Mr. STEWART (Argenteuil): Yes. They are practically all qualified teachers.

Mr. MANION: Some of the Indians have taken teachers' courses and are teaching in the schools?

Mr. STEWART (Argenteuil): Some in Ontario, but none in the West.

Mr. MANION: The cost of building materials is now from 60 to 70 per cent in excess of pre-war prices. There is no doubt that within the next two or three years these prices will drop very considerably. In many parts of Canada both private and corporation building is being held up for that very reason, and I was wondering whether, by occupying other buildings temporarily for a time, there could not be a great saving to the country by not proceeding with these building operations just now. I do not suppose the prices will ever come down to a pre-war basis, but they will undoubtedly be reduced by 30 or 40 per cent in the next two or three years. It would be well worth while, I should think, for the minister and his department to consider holding these buildings up for the present, when costs are so very high

Mr. STEWART (Argenteuil): I have exactly the same ideas as my hon. friend, but this is an acute situation. I have pointed out to the committee that not since the beginning of the war have any improvements been made to any appreciable extent to any of these buildings. As to the building at Kamloops I am sure my hon friend would not house his stock in the building there in which they are attempting to carry on educational work, and I think my hon. friend from Calgary will bear me out in that. I examined the building myself. Many of these appropriations that I am asking for so far as buildings are concerned are being asked for because the buildings are absolutely tumbling down. I have no reason to doubt the word received by letter from a good Catholic priest who is doing a splendid work in northern British Columbia when he declares that the buildings there will not stand for another year, that the work has been put off repeatedly and [illegible] is likely to fall down upon them at any time. I did not see that building myself, but having seen some of the others I am willing to take his word for it. In the [illegible] of Edmonton, the Red Deer school has been closed with the promise of a school at Edmonton and we have to provide the accommodation. All these are cases of the utmost urgency or I would not have asked for the [illegible].

Mr. MANION: I quite understand the minister's position, and I do not doubt his word for a moment. I also quite understand that in some outlying settlements, say in northern British Columbia, it may not be possible to get other quarters temporarily, but it would seem to me that in a large city like Edmonton it should not be very difficult to obtain temporary quarters in which to carry on until the prices of materials come down and the buildings could be built more cheaply. I do not intend to raise any further objection, but I would suggest to the minister that in the larger centres such as Edmonton, where no doubt temporary quarters could be obtained in which to carry on this school work, the department should postpone erecting buildings until prices reach something like a normal figure. I do not want to suggest, because a little while ago I was taking the part of the Indians in a general way, depriving them of the necessary education they require. I would be the last to do that, but I believe that under certain circumstances and in certain centres the same education might be given in temporary quarters until such time as prices reach a normal level.

Mr. McBRIDE: I have been engaged in the building supplies trade for twenty-five years and I can see no prospect of building material coming down. When you talk about building material coming down I say that expenses and taxes have got to come down first. In pre-war days my taxes at Vancouver were less than $1,100. Now they are over $12000, and that has to be added to the cost of the material. That is only one item. Indeed I can see no chance of building material coming down.

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Mr. MANION: I admit that what my hon. friend says about building material is true to a certain extent at any rate but wages are being paid to-day which are materially higher than we paid before the war and I hope for the sake of this country that even the cost of materials may come down and that at least wages will come down below one dollar an hour which is being paid to certain trades at the present time. I hope that will happen for the good of the country, and I think it will happen in the next few years. I have had the privilege recently of reading the opinions of men who have given this question life-long study, and it is their opinion and advice in the case of any large buildings involving a considerable expenditure to wait for prices to come down.

Mr JACOBS: Change your immigration regulations and then I think you can go on with the work.

Mr. MANION: They are not mine.

Mr. WARNER: While I have sympathy with the position taken by my hon. friend from Fort William, I happen to know the conditions at Edmonton. It is almost impossible at the present time to get quarters for the white children in the city, and it would be impossible to get any quarters in the city of Edmonton for an Indian school. I believe that it would be the part of wisdom to postpone expenditure on buildings where temporary quarters could be obtained, but this cannot be done at Edmonton. They have carried on under such difficulties that I believe the department is justified in going ahead and building this school for the Indians who have been moved to Edmonton from the old Red Deer school.

Mr. JACOBS: Would the minister explain why the change is being made from Red Deer to Edmonton?

Mr. STEWART (Argenteuil): I cannot give my hon. friend full information because it was done prior to my coming into office, but I am told that the reason was in part that Edmonton was more central, easier of access and better for the children.

Mr. JACOBS: I thought it was perhaps for the same reason that Sam Hughes ordered the arsenal to be brought from Quebec to Lindsay.

Item agreed to.

Indian Affairs—salaries, $149,280; contingencies, $19,000

Mr. BANCROFT: Will the minister explain the increase in this item?

Mr. STEWART (Argenteuil): It is made up purely of statutory increases. There is no change in the number of officials.

Item agreed to.

Further Supplementary Estimates, 1923—Department of Indian Affairs—salaries—

To provide for one Accountant Grade 2, at $2,[illegible] in lieu of one Accountant, Grade 2, at $1,[illegible] ..... $ 120 00

To provide for one Accountant Grade 1, at $1,620 in lieu of one Senior Clerk-Book-keeper at $1,560.. .. .. 60 00

To provide for one Senior Clerk-Book-keeper at $1,380 in lieu of one Clerk-Book-keeper at $1,110 .. .. 270 00

To provide for one Senior Law Clerk-Stenographer at $1,365 in lieu of one Law Clerk-Stenographer at $1,320.. .. .. 45 00

Contingencies—further amount required.. .. .. 1,000 00

Mr. KENNEDY (Glengarry): Are these permanent employees?

Mr. STEWART (Argenteuil): No, they are nearly all temporaries. Increases are being provided by the Civil Service Commission as follows: $120, $60, $270 and $45.

Item agreed to

Pensions—Land in War and Active Militia $23,500,000

Hon. H. S. BELAND (Minister of Soldiers' Civil Reestablishment): I suppose that hon. members would like to have a few statistics placed before them as to the number of pensioners and other matters.

Mr. MANION: May I interrupt the minister for a moment. I do not know whether my point will be well taken or not but this is one of the paramount questions before the country to-day. There is also the fact that a royal commission has been sitting and taking evidence in the matter of pensions, and its interim report has not been altogether favourable. I am just suggesting this to the minister in the interest of his own department, in the interest of publicity and in the interest of making the soldiers throughout the country understand the conditions: I suggest that he might hold this item over and make a statement regarding pensions—giving the statistics he wishes to give and explaining any regulations which may have been changed—before a larger House, and perhaps earlier in the day, when the discussion would receive a certain amount of publicity which it would not get to-night. I say that in the interest of the minister himself and of his department. I suggest that it would be well to hold up this item until we can get a report from the royal

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This was abridged + modified by J.T. July/23

Increased appropriations for Indian Education have given the Department an opportunity to further develop its plans for the education of the youth of our wards. Several new residential schools have been completed, or are under construction, and some of the increased appropriation has been used to better conditions in existing institutions.

The policy today is to care for all capital expense at Indian residential schools, whenever funds can be found for the purpose. This releases the finances of the missionary societies and orders, that are active in Indian education, for better instruction, food and clothing. It should be mentioned, in connection with residential school work, that there is now unified church control for all Anglican residential schools and an unofficial central clearing-house for all special requests and matters of policy in connection with the Roman Catholic institutions. For some years, the Methodist and Presbyterian residential school work has been controlled by officers of the missionary societies. Centralized control, on the part of the churches, has now practically eliminated the necessity of negotiating with local diocesan, synod and conference authorities.

For many years the religious status of applicants for admission to residential schools has been a vexed question. Some months ago the Department, in conjunction with the Department of Justice, prepared an interpretation of that section of the Indian Act, which refers to the school attendance of Indian children. I am pleased to report that our rulings in this connection have of late been more clearly defined and have been the occasion for quite favourable comment.

Larger appropriations have enabled the Department to make a definite effort to provide more attractive instruction in the classrooms of the day schools. We have raised the salary schedules and are securing the services of better qualified teachers. Further, an academic inspection has been arranged for the schools in all provinces except Yukon. We have also arranged with several of the Provincial Departments of Education to have teachers of Indian schools attend, and participate in, local teachers' institutes, conventions and demonstrations. Throughout the Dominion the Provincial courses of study for public and separate schools are being used in the Indian school classrooms. In line with this effort to make the instruction more attractive, more classroom and recreational equipment is being supplied.

Your attention should be drawn to the fact that continuation and high school work has been conducted in several of our day and residential schools during the past few years. In the case of several of the residential schools that are situated close to municipal high schools and collegiates, the more advanced pupils in residence are

- benefitting -

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benefitting by secondary training, in competition with white children. More grants are being made to assist promising graduates of Indian schools to secure academic and vocational education in collegiates, business colleges and universities.

In conclusion, I wish to inform you that the attendance of Indian children at all classes of schools is steadily increasing, and if Parliament continues to make appropriations that will permit of our programme, this generation of Indian children will receive a general training which will make their wardship in the future more nominal than heretofore.

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COPY of enclosure forwarded under cover of letter received from Mr. Commissioner Graham, dated June 21, 1923. Original on 75-105.

INdian Agent's Office,
Battleford, Sask, June 18, 1923.

Sir,-

In reply to your letter No. 302-9A, June 13th re. young Indians not showing up well as farmers. This applies to nearly all the young men, both the ex-pupils and the others. There are a few exceptions but not many.

There are really only two ex-pupils in the agency that are making good, the balance of them are not much use and I don't think they will ever be any good.

In making the statement in my report, it was intended to apply to the younger Indians generally.

Your obedient servant,

"S. L. Macdonald,"
Indian Agent.

W. M. Graham, Esq.,
Commissioner,
Regina, Sask.

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Prepared for
1922-23
Pg 6 of 7

EDUCATION.

It has been found necessary for the future welfare of the Indians to further expand the educational work of the Department. Several new schools are under construction, and better accommodation and facilities are being provided at existing institutions.

The policy today is to care for all capital expense at Indian residential schools, whenever funds can be found for the purpose. This releases the finances of the missionary societies and orders, that are active in Indian education, for better instruction, food and clothing. More centralized control and better supervision, on the part of the churches, also has resulted in more efficient administration of the individual residential schools. It should be added that departmental inspection of the academic and vocational work has never been as thorough as at the present time.

Larger appropriations have enabled the Department to make a definite effort to provide more attractive instruction in the classrooms of the day schools. Salary schedules have been raised and the services of better qualified teachers are being secured. Further, an academic inspection has been arranged for the schools in all provinces except Yukon. Arrangements have also been made with several of the Provincial Departments of Education to have teachers of Indian schools attend, and participate in, local teachers' institutes, conventions and demonstrations. Throughout the Dominion the Provincial courses of study for public and separate schools are being used in the Indian school classrooms. In line with this effort to make the instruction more attractive, more classroom and recreational equipment is being supplied.

Attention should be drawn to the fact that continuation and high school work has been conducted in several of our day and residential schools during the past few years. In the case of several of the residential schools that are situated close to municipal high schools and collegiates, the more advanced pupils in residence are benefitting by secondary training, in competition with white children.

It should be stated that the attendance of Indian children at all classes of schools is steadily increasing, and if Parliament continues to make appropriations that will permit of the Department's programme, this generation of Indian children will receive a general training which will make their wardship in the future more nominal than heretofore.

Cont'd

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EDUCATION.

72 residential and 255 day schools were in operation during the year - a total of 327 Indian schools. In addition, the Department assisted in the maintenance of 13 combined white and Indian schools. In the tabular statements in Part 2 of this report will be found a list of the schools, showing the reserve, agency and province, and indicating the enrolment in each case.

Compared with the previous year, there is an increase of one residential school and 9 day schools. The Department has assumed the responsibility for the St. Paul's Hostel, at Dawson, Yukon, and has opened several new day schools. Certain day schools on reserves have been closed, because of no progress, and the Indian children recruited for residential schools.

The total enrolment for the year was 13,723 pupils - an increase over the preceding year of 702. Nearly one-half of this increase is accounted for by larger enrolment at residential schools, the pupilage of which has had to be increased. The average daily attendance was 9,106 - an increase of 442 over the preceding year. A study of the grades of the pupils shows that 1,529 are in Standard 5, or higher - an increase in advanced pupils over the preceding year of 141. The percentage of attendance has increased slightly, from 66.46 to 66.58, showing that with increased enrolment there develops an interest on the part of parents and guardians.

Several of the churches are actively engaged in the management of Indian day and residential schools, as follows:

Roman Catholic - ~~48~~ residential and ~~82~~ day schools;
Church of England - ~~16~~ residential and ~~20~~ day schools;
Methodist - ~~11~~ residential and ~~5~~ day schools;
Presbyterian - 7 residential and 7 day schools;
Salvation Army - one day school.

In addition to those mentioned in the tabular statements, there are some 150 Indian students enrolled in high schools, colleges and universities in Canada. In the case of most of these, the Department assists with a grant from Parliamentary Appropriation. In this connection $10,527.56 was expended during the past year. The policy is to make grants to the most promising graduates of Indian residential and day schools. If church and department representatives consider a graduate worthy, the Department provides a grant, when the bona fide intention of the pupil is evident and provided proper supervision can be secured for the period of advanced study. These tuition grants are continued only when satisfactory reports are received. The practice of assisting ex-pupils of residential schools to start farming and housekeeping has been continued: grants for stock, implements, building and household equipment have been made to some promising graduates.

The expenditure for Indian Education from Parliamentary Appropriation for the fiscal year ended March 31, 1923, amounted to $1,437,642.03, as follows: -

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ADDRESS REPLY TO THE SECRETARY, DEPT. OF INDIAN AFFAIRS, OTTAWA

IN YOUR REPLY REFER TO

No.

ALSO TO THE DATE OF THIS LETTER.

PLEASE WRITE ON ONLY ONE SUBJECT IN EACH LETTER

1-1-1.

DEPARTMENT OF INDIAN AFFAIRS

CANADA

Ottawa, Oct. 10, 1923.

To Principals of
Indian Residential Schools:

The Department wishes to arrange for a careful and accurate keeping of classroom daily registers. It has been found that many Indian residential schools do not observe this practice; and still others, in the classrooms of which the registers are carefully kept, make no reference to them when the quarterly return is being compiled. In this return there is a column for the purpose of showing the total number of days the pupils attended the classroom during the quarter, and this should be carefully filled in, after reference to the classroom daily register.

The Department considers that every pupil in a residential school should attend classroom, no matter how pressing the work may be in other departments, at least five half days per week, except in the case of illness or absence from the school. In a quarter of, say 91 days there are approximately 65 school days. Junior pupils, who may be in the classroom both morning and afternoon, will attend a total of 65 days during the quarter: older boys and girls, who have regular duties on the farm or in one of the departments, will attend classroom perhaps only 32½ days: other pupils will show 35, 38½, 43, 49½, etc. A separate register must be kept for each classroom and both morning and afternoon an accurate tally should be made.

It is extremely desirable that the Department have this record; and the column in the quarterly report, showing classroom attendance, should receive meticulous care in the preparation thereof, after careful reference to the classroom registers.

The column, showing the total number of days pupils were in residence during the quarter, should be made out as heretofore, and the per capita earnings will be determined solely by the figures shown. The classroom attendance column should be prepared just as carefully, so that a discontented parent, or any other interested correspondent can be given correct information without delay.

If you have not on hand a daily register for each classroom, please make immediate application to the Secretary for copies.

1227

To all Principals

Your obedient servant,

Russell T. Farrier,
Supt. of Indian Education.

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1-1-1.

Ottawa, Oct. 19, 1923.

Sir:

I am enclosing, for the attention of yourself and Inspectors Christianson and Murison, copies of circular letter which has been directed to all principals of Indian residential schools. I shall be pleased to have the co-operation of your office in connection with more complete quarterly returns from this type of institution.

Your obedient servant,

Encl.

Russell T. Ferrier,
Supt. of Indian Education.

W. M. Graham, Esq.,
Indian Commissioner,
Regina, Sask.

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DEPARTMENT OF INDIAN AFFAIRS
CANADA
H.

COMMISSIONER'S OFFICE

IN YOUR REPLY REFER TO
No. 100-11.
ALSO TO DATE OF THIS LETTER

REGINA, SASK., October 29, 1923.

Sir : -

I beg to acknowledge your letter of the 19th instant enclosing copy of a circular sent to the various principals of residential schools, regarding the matter of keeping a class room daily register. I think this is a splendid idea and I will see that our Inspectors pay particular attention to this matter.

It has occurred to me that it might be a good idea to have a copy of this circular handed to the various Provincial School Inspectors so that they will know what to expect when they go to a school. As you know these letters regarding schools are never brought to the attention of Provincial Inspectors but are kept in the office and unless they know what the rules are they will not be able to tell us if they are carried out.

Your obedient servant,

W. M. Graham,
Indian Commissioner.

The Secretary,
Department Indian Affairs,
OTTAWA.

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1-1-1.

Ottawa, Nov. 22. 1923.

Sir:

I have your No. 100-11 of the 29th ultimo, in which you suggest that a copy of the circular relative to the keeping of classroom registers be given to the various Provincial Public School Inspectors. I have to inform you that this action is being taken today

Your obedient servant,

Russell T. Ferrier,
Supt. of Indian Education.

R.T.F.

W. M. Graham, Esq.,
Indian Commissioner,
Regina, Sask.

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NEARLY 14,000 INDIAN CHILDREN ATTEND SCHOOL

Nearly 14,000 Indian children in Canada are enrolled in the day and residential schools. Of this number more than 5000 are in residential schools, which are the most important factor in the development of our Indian youth. In these institutions provision is made to supplement academic instruction with vocational training.

The industrial and boarding schools—74 in number— are financed and managed jointly by the Department of Indian Affairs and the various churches engaged in the work. The insitution workers are dominated by the church authorities and the activities are supervised by them and by the department. There is a classroom inspection by properly qualified school inspectors. The vocational training and the institution generally, are inspected by department officers. The major portion of the capital expense is met by parliamentary appropriation, and for current expenses there is a per capita grant from the same source. When the per capita grant is not sufficient for the conduct of the school, the missionary society or order in charge provides sufficient funds.

An institution of 125 pupils has on the staff, in addition to the principal and his assistant, two classroom teachers, a farm instructor, a general mechanic, a matron or sister superior and four or five other lady workers or sisters, who supervise the kitchen, sewing room, laundry and other household classes and duties. One member of the staff is qualified to do practical nursing. Indian children are admitted at the age of seven or eight to ten years. An annual vacation of one month is allowed and is enjoyed by all pupils whose homes are within reasonable distances.

Pupils in primary grades devote both morning and afternoon to class room exercises, but the school day is divided for older pupils, between academic instruction and vocational training. The boys receive, in addition to a public school education, instruction in farming, gardening and the care of stock. In some schools, carpentry, shoemaking and blacksmithing are taught to a few boys. The girls have domestic duties and instruction as well as classroom exercises—the aim being to graduate young women who will be good housekeepers. A portion of each day and all of Saturday afternoon is devoted to organized play and other supervised recreation. In addition to regular Sunday worship and instruction, religious services are conducted both morning and evening each day of the week.

An increasingly important activity is the high school instruction of older pupils resident at Indian schools which are situated to cities or large towns. When an Indian boy or girl shows academic promise, the department allows an increased per capita grant, if the school can arrange for the regular attendance of the pupil at a neighboring high school. Indian children for whom these arrangements are made receive, thus, secondary schooling in competition with white boys and girls and at the same time live in Christian institutions where their evening activities are thoroughly supervised.

The churches engaged in residential school work have, in the past, erected some modern buildings that are adequate and suitable for the purpose of Indian education. The government is, at the present time, rapidly replacing unsuitable institutions with well equipped school buildings, residences and barns. A department architect gives the major portion of his time to the erection of institution that gives the requirements for our Indian wards. At the present writing 47 of the 74 Indian residential school are lighted electrically, heated by one unit, and are equipped with modern plumbing.

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Presbyterian Witness Sept 6/23

Indian Affairs

Brandt & Hamilton

Ed. Division

Some Points on Indian Education

By R. B. Heron

IN The Regina Leader, a news item from Ottawa states that the Social Service Council of Canada passed certain resolutions; one of which was to ask for better enforcement of the School Attendance Act, as it applied to the Indian schools.

Compulsory school attendance is quite familiar to us, but as applied to the Indian children it means something quite different from the law which governs the attendance of white children at the ordinary public school. In one case it means the attendance in the classroom—in the other merely the taking up of residence in a Boarding School or Industrial School—and this is a point the Social Service Council may have overlooked: viz., Indians may be in a school, living in it day and night, in fact, yet not be in regular attendance in the class-room.

Indian children are compelled to leave their homes at the age of seven—to remain in school, with only an occasional holiday, until they are eighteen. The parents have no voice in the selection of the teachers, nor in the selection of the course of study the children are to pursue, nor in the number of hours they attend the class-room.

The Indians, as a rule, are anxious to have their children educated, but they complain that they are not kept regularly in the class-room; that they are kept out at work that produces revenue for the school; that when they return to the Reserves, they have not enough education to enable them to transact ordinary business—scarcely enough to enable them to write a legible letter.

There are farms and gardens and laundries and bake-shops and kitchens in connection with Indian Schools; the parents claim their children spend time at work there that should be devoted to the class-room.

The class-room standing of many of the graduates of these schools would indicate that the parents have considerable ground for complaint.

It is doubtful if the majority of these pupils, leaving school at eighteen years of age, could pass a higher examination than that set for a fourth or fifth grade class in a school for white children. To say that white children are more intelligent and learn faster, does not dispose of the complaint, nor explain the difference in the standing of white and Indian children with the same number of years of school attendance to their credit. Indians have shown over and over again that they are capable of holding their own in class room and college halls, and also in literary work of very great value. I have in mind a Cree Indian, gold medalist in the University of Manitoba, who later translated the Gospel of Luke from the Greek to the Cree. Another, Pauline Johnstone, whose verse and story are a lasting delight to Canadian hearts, was an Indian woman. Lately there appeared in the Regina Leader, and also in McLean's Magazine, articles of great historic value, written by a blood Indian of Alberta, Capt. Long Lance. This, man, while a Canadian Indian, had to go to the United States to procure the education that enabled him to write so good a story. These are only a few names selected from a great number, that have proven the Indian's mind is capable of great things, if given the chance.

The ex-pupils of our Indian Schools have such faulty education that very few of them are capable of interpreting Cree into English, or vice versa. A story is told of a clergyman who attempted to preach to an Indian congregation through an interpreter, from the text: (Matt. 14-27) "It is I; be not afraid." When this came to the ears of the congregation in their language, it was: "Hit him in the eye, don't be afraid!"

One has only to attempt a conversation with these ex-pupils to find how very meagre is their English vocabulary, and how painfully limited their knowledge. This is further emphasized by the fact that very few of them subscribe for a paper or magazine of any kind. Any system of education that leaves young men and women without a desire to read, is open to criticism.

I would point out too, in passing, that men with years' experience among the Indians agree that the younger men have not as high sense of honor as, and are less self-reliant than the old Indians who have never been in school

The Presbyterian Church is conducting a number of Indian schools in Saskatchewan and Manitoba; it is most important that, as a Church, every possible effort be made to fulfil our obligations to these parents whose children we have taken, and that we give these children the training that will best equip them for a place in the citizenship of the country.

Avonhurst, Sask.

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Indian Schools in Western Canada

By Rev. J. R. Watts, D.D.

ACCORDING to the last census there were resident in Canada 105,000 Indians, of whom 75 per cent. were living west of the Great Lakes and 2,155 of whom were classed as Presbyterian. The work among these aboriginal Canadians is under the charge of the Women's Missionary Society and the Board of Home Missions, and if one considers what the history of the Indian has been since he has yielded possession of the continent that once was his to the white race, it is an easy conclusion that no greater obligation can rest upon us as a nation or a Church than our debt to this dispossessed people.

For some reason, and whatever the reason is it is not a good one, the Church at large knows less of this phase of Home Mission work than of any other in which we are engaged. In consequence the men and women who have devoted their lives to this service are less known and their efforts are less appreciated than in the case of any other class of workers in the Church.

The honor of initiating religious work among the Indians of Canada belongs, of course, to the French race and the Roman Catholic Church, and the heroic efforts of their early missionaries have been made familiar to most readers in the matchless and fascinating narrative of Parkman. For obvious reasons English and Protestant effort began much later and lacks the dramatic appeal and the flavor of romance that distinguishes Breboeuf's story and that of his associates. Nevertheless, there is written into Protestant effort a devotion--and consecration that we will do ill to forget. The story is too long for these pages, but it is worth setting down here that it exists, even though it is not often retold.

Presbyterian effort at the present time is centred in seven residential schools and six-day schools, all west of Lake Superior. Most of these have grown out of missions, whose first and single purpose was to evangelize the Indians, and they have expanded into their present form without losing their primary purpose or displacing it, because of the effort of the missionary to educate as well as to evangelize, and to confirm in the faith as well as to convert his charges.

The oldest of the existing residential schools is at Round Lake. It was established 13 miles from Stockholm, in the Qu'Appelle Valley, in 1887. The present staff consists of the principal and seven assistants. The others in the order of the date of their founding are: Birtle, on the edge of the town after which it is named, in 1888; Ahousaht, on the West Coast of Vancouver Island, in the same year; File Hills, 12 miles from Balcarres, Sask., in 1889; Portage la Prairie, in 1891; Alberni, near the Tresaht Reserve, in 1899; and Cecilia Jeffrey on the west side of Shoal Lake, 40 miles from Kenora. The combined staffs number forty seven. There is a total area of about 2,500 acres connected with the farms Last year there was an enrollment of 500.

In addition to these, six day schools were under our charge last year--Swan Lake, in Manitoba, Cote, Moose Mountain, Hurricane Hills and Round Plain in Saskatchewan, and Ucluelet in British Columbia, with an enrollment of 165.

Because of its national importance the support and maintenance of these schools is shared jointly with the Dominion Government. In the case of the day schools both building and salary is provided by the Government, while the Church nominates the teacher, for whom the attraction is not the salary, but the opportunity for missionary service. In the case of residential schools, four are owned by the Church and three by the Government. In the matter of maintenance the Government makes a grant of $145 per capita. The present policy of the Government is to provide, equip and maintain all buildings, leaving the management and conduct, under supervision, of course, to the Churches engaged in this work. The Department of Indian Affairs, under the superintendency of Dr. Duncan Campbell Scott, is genuinely interested in the welfare of the Indian wards, and is seeking by every means in its power to promote their interests.

These two facts explain why residential schools are preferred to day schools, and why the day is divided as it is between labor and study. In the day school, after a few hours of study the children would go back into the very conditions out of which an effort is being made to educate them, and eighteen hours of home life would very largely undo the six hours of school influence. Helping the Indian to fitness for civilized conditions is a slow and laborious process at the best, but this method makes it slower than is necessary.

For that reason residential schools are preferred wherever possible. The pupils come under their care as early as the parents can be persuaded to send them. For twenty-four hours a day they are open to Christian influence. By actually sharing in the labor of the farm under competent instruction, the boys acquire new habits of steady industry and the knowledge necessary for successful farming in its various branches. Thus they are helped to combat the urge of old instincts and to fit themselves for a civilization whose only alternatives are adaptation or extinction. The girls, by their labors in the kitchen, dormitories and hospital ward, acquire by practice, as well as instruction, the knowledge and experience that fits them for making better homes than those out of which they came and to be the mothers of a healthier and more virile race.

It is not to be inferred from this that books are neglected. The course of study followed is that prescribed for the white schools in the province in which they are situated. They are inspected semi-annually by the provincial inspectors, and not infrequently these reports show that in spite of the handicap of race and habit they measure up to the standard of the white schools.

A word at the end in appreciation of the men and women who have devoted themselves to this work. At the recent meeting of the executive of the Home Mission Board, Indian work was reviewed with more than usual care. The principals of the various schools had been asked for their opinions on methods and results. The members of the Board heard with keen pleasure letter after letter on the problem of Indian education that showed an insight and understanding that might well make the Church proud of the men who have undertaken this difficult work, often in surroundings that call for firm courage and heroic devotion. We do well to remember with gratitude, to encourage with our interest and aid with our prayers these men who are helping to meet what again, let it be said, is our primary missionary obligation.

Ottawa.

PUBLIC ARCHIVES
ARCHIVES PUBLIQUES
CANADA

1-1-1

BIRTLE BOARDING SCHOOL.
Rev. F. E. Pitts, B A, Principal

Birtle, Man., Oct. 24th 1923

Mr Russell S Ferrier -
Supt. of Indian Education
Ottawa -

Dear Sir - Your letter of 19th inst giving instructions re Indian school registers to hand.

I am pleased to be able to inform you that our registers and quarterly reports have been made out in accordance with the instructions therein stated -

Yours sincerely
W. E. Pitts

PUBLIC ARCHIVES
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CANADA

Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 2)
School Files

INDIAN BOARDING SCHOOL

OF THE PRESBYTERIAN CHURCH IN CANADA

H. B. CURRIE, PRINCIPAL AND MISSIONARY

ALBERNI, B. C., 26 Oct 192 3

LONG DISTANCE PHONE 186

Supt of Indian Affairs
Dept of Indian Education
Ottawa Ont.

Dear Sir,

Regular blank forms of the present copies of Class Returns, Roll, Register, and Property Listing in Quarterly return, duly examined and Contents noted,

Kindly supply me with ten copies of the Register, as I frequently have to do so for the School is connected. Many a time I have had a tiff with my staff over what they desired to have entered in Class Room, help with, or outside work. I am quite in line with the spirit and attitude as contained in this letter,

Can you supply me with a copy of the Customs Department, and recent to me by the Indian Department, Ruling, to the effect that School Supplies for Indian Boarding Schools are exempt from "Droits Dux", I have lost my copy - and require same now.

Yours truly - H.B. Currie.

Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 2)
School Files

PUBLIC ARCHIVES
ARCHIVES PUBLIQUES
CANADA

House of Commons
Canada

pelly,Sask.,

Dec.27th./23.

Mr.Duncan C.Scott,

Superintendent-General,Dept.of Indian Affairs,

Ottawa.Ont.

Dear sir:-

Would ypu please advise me if the salary of teache and the running expences of a day school on ~~the~~ an Indian Reserve are paid direct by the Department or if these expences are charged against money coming to the Indians of the particular reserve.I have been aske this question here and would appreciate the information

Yours truly
H.N.Campbell
M.P.

PUBLIC ARCHIVES
ARCHIVES PUBLIQUES
CANADA

Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 2)
School Files

1-1-1

Ottawa, Jan. 2, 1924.

Dear Mr. Campbell:

I have your letter of the 27th ultimo, with reference to current expenses at Indian day schools, and in reply I wish to inform you that in Western Canada all expenses are met by Parliamentary Appropriation. In Ontario and the East, band funds are used, with the concurrence of the members of certain reserves, for the day school requirements.

You may assure any interested party that all the expenses of Indian Education in Saskatchewan and Manitoba are provided for by Vote.

Yours very truly,

Deputy Superintendent General.

M. M. Campbell, Esq., M. P.,
P e l l y,
Sask.

PUBLIC ARCHIVES
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CANADA

Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 2)
School Files

Copy
Vol. 139-1-1.

Translation

Association Interprovinciale
Watching over our Schools.

Wonda, Sask., July 4, 1916.

The Deputy Minister,
Dept. of Indian Affairs.
Ottawa.

I am informed that at the Duck Lake Indian School, which school is under the control of the Rev. Father Delaire, not a word of French is taught to the Indian pupils.

The management of the school assures us that orders have been received from the Department to this effect.

If this is true, and it certainly seems to be so, we must protest against a circumstance which is above all a flagrant violation of the Act of Union. This school is subsidized by the Federal Government, and is only maintained thanks to the subsidies from the Federal Government, and as the French language is certainly still an official language, it has in this case the same right to be taught and spoken to the little Indians as English.

We hope that orders will rapidly be sent to this effect, and if it is otherwise, we would have to bring the matter before Parliament through one of our friends.

Hoping for an acknowledgment, we remain

Yours truly,

L'Association Interprovinciale
Raymond Denis,
Secretary.

PUBLIC ARCHIVES
ARCHIVES PUBLIQUES
CANADA

Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 2)
School Files

Encl.
Original on file 109-1-1.

Department of Indian Affairs,
Ottawa, July 27th, 1918.

Dear Sir,-

In reply to your letter of July 4th, I have to say that it is not the policy of the Department to teach French in our Indian schools except in the Province of Quebec.

Your obedient servant,

J.D.McLean

Assistant Deputy and Secretary.

Raymond Denis, Esq.,
Secretary,
L'Association Interprovinciale,
Vonda, Sask.

PUBLIC ARCHIVES
ARCHIVES PUBLIQUES
CANADA

Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 2)
School Files

KODAK SAFETY ▲ FILM

HOLY FAMILY CHURCH

Ottawa, Ont., April 14th 1924.

Mr. Roch Lanctôt, M.P.
Member for Laprairie-Napierville.

Sir,

Referring to my request of the other day for an interview with the Minister of Indian Affairs, and acting on your advice, I beg to submit in writing the claims which we believe proper.

First of all, you know that the Indians, in all the provinces, have been evangelized and educated by French-Canadian religious orders. On the other hand, it seems that the Government provides for the teaching of the English language only in the industrial and catholic boarding schools established in the various reserves of the different provinces of the Dominion.

I think this is most unfair because:

1. This course of action offers no recognition of the work, the devotion and the sacrifices of our people.

2. The religious orders are thus obliged to employ in the Indian schools and churches, and for the ministry, only priests and nuns who have a perfect knowledge of the English language. This constitutes a heavy burden which will have to be borne a long time if the present policy is adhered to.

3. Catholic Indians have always considered the French or French-Canadians priests as their fathers. The ignorance of the French language in which they are kept will hasten their separation from their benefactors. It is already generally recognised that this estrangement has had bad results both from the moral and the religious standpoints.

4. The Department of Indian Affairs being under the federal administration, the expenditure incurred on its account has to be borne by all the taxpayers of the country. This banishment of the French language from the schools constitutes a wrong against the French-Canadians. Officially, the Indians are considered as English speaking catholics, to the prejudice of the French-Canadian section which has evangelized and educated them. The resulting change in the statistics is most unfavorable to the claims of the French-Canadians, especially in the western provinces.

Finally, the Indian schools are under the federal jurisdiction where the two languages are official. Therefore, we request the Government to redress those grievances by having the English and French languages taught concurrently, and to appoint a school inspector under the Department at Ottawa, who would see to the carrying out of this program. This would be proper recognition of the sacrifices of our people in favour of this class of citizens.

Hoping, Sir, that you will have no trouble in gaining the object of the present petition, I have the honour to be,

Yours truly,

H. CHABOT, O.M. I.

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CANADA

Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 2)
School Files

OID UNLESS MR.LAMOTOT, M.P.,

PRESSES FOR A REPLY.

7261

Ottawa, le 1er mai 1924.

Révérend H. Chabot, prêtre, O.M.I.,
Eglise Sainte-Famille,
O t t a w a,
Ont.

Révérend monsieur,

J'accuse réception de votre lettre du 14 du mois dernier, et en réponse je dois vous dire que je m'occupe activement de votre affaire. Je fournirai les informations demandées aussitôt que possible.

Votre respectueux serviteur,

RJ/ MRL

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CANADA

Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 2)
School Files

H. A. FRICKER, M. A., Mus. Doc., F. R. C. O., Honorary President

Canadian Bureau for the Advancement of Music.

AN ASSOCIATION OF THOSE INTERESTED IN THE GENERAL MUSICAL ADVANCEMENT OF CANADA
THROUGH THE DEVELOPMENT OF "MUSIC IN THE HOME" CHURCH AND SCHOOL
SUPPORTED BY VOLUNTARY CONTRIBUTIONS

OFFICE OF THE SECRETARY TREASURER AND DIRECTOR
J. S. ATKINSON.
ROOM 407 RYRIE BLDG.,
229 YONGE STREET.
TORONTO.
TELEPHONE MAIN 725

August 7th, 1924.

Mr. R.T. Ferrier,
Supt. of Indian Education,
OTTAWA, Ontario.

Dear Sir:-

Each year, the Canadian National Exhibition authorities issue an invitation to the public school children of Ontario (outside of the City of Toronto) to come to the Exhibition on Children's Day as their guests. That is, they give them free admission, and there may be possibly some other extra features, but I am not sure of that.

In some unfortunate way, I understand that the Indian children on the various reservations have not received this invitation. I discovered this when visiting the Brantford reservation one day and I drew the matter to the attention of the Exhibition officials, and they requested me to advise them of the names and addresses of the Indian officials to whom such an invitation should be issued.

Will you kindly advise me to whom they should write, and may I ask if you will be kind enough to do this at your very earliest convenience, as the time now is somewhat limited.

Thanking you for your kindness in this matter, I remain,

Yours very truly,

CANADIAN BUREAU FOR THE ADVANCEMENT OF MUSIC.

By: J. S. Atkinson.
J. S. Atkinson.
Director.

JSA.MK

PUBLIC ARCHIVES
ARCHIVES PUBLIQUES
CANADA

Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 2)
School Files

Ottawa, August 9, 1924.

Sir:

I have to acknowledge receipt of your letter of the 7th instant, with reference to invitations issued by the Canadian National Exhibition to the public school children of Ontario. In reply I have to thank you for your thoughtfulness in including Indian children. Enclosed is a list of Indian agents to whom invitations could be sent.

Your obedient servant,

Enclos.

Russell T. Ferrier,
Supt. of Indian Education.

J. S. Atkinson, Esq.,
Room 407, Eyrie Bldg.,
829 Yonge St.,
Toronto, Ont.

PUBLIC ARCHIVES
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CANADA

Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 2)
School Files

INDIAN AGENTS IN ONTARIO

W. R. Coyle,	R. R. #1, Hastings.
A. D. Moore	Cape Croker.
Thos. McCookin,	Muncey.
C. J. Picotte,	Christian Island.
W. J. Kay,	Sutton West.
J. R. McGregor,	Gore Bay.
R. J. Lewis,	Manitowaning,
Nelson Stone,	Highgate.
W. C. Van Loon,	Hagersville.
J. M. Daly,	Parry Sound.
A. S. Anderson,	Longford Mills.
R. J. McCamus,	Keene.
Thos. Paul,	Sarnia.
Saul Putnam,	Chippewa Hill.
Lt. Col. C. E. Morgan,	Brantford.
G. M. Campbell,	Deseronto.
J. R. McGregor,	Gore Bay.

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Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 2)
School Files

H. A. FRICKER, M. A., Mus. Doc., F. R. C. O., Honorary President

1-1-1

Canadian Bureau for the Advancement of Music.

AN ASSOCIATION OF THOSE INTERESTED IN THE GENERAL MUSICAL ADVANCEMENT OF CANADA
THROUGH THE DEVELOPMENT OF "MUSIC IN THE HOME" CHURCH AND SCHOOL
SUPPORTED BY VOLUNTARY CONTRIBUTIONS.

OFFICE OF THE SECRETARY TREASURER AND DIRECTOR
J. S. ATKINSON,
ROOM 407 KYRIE BLDG.,
229 YONGE STREET. TORONTO.

August 7th, 1924.

Referred to the Deputy
Minister of Indian Affairs
AUG 8 1924
TELEPHONE MAIN 725
FOR ATTENTION
DEPUTY

Dr. Charles Stewart,
Supt. Gen. of Indian Affairs,
OTTAWA, ONT.

Sir:

Each year, the [illegible] Exhibition authorities issue an invitation to the public school children of Ontario (outside of the City of Toronto, to come to the Exhibition on Children's Day as their guests. That is, they give them free admission, and there may be possibly some other extra features, but I am not sure of that.

In some unfortunate way, I understand that Indian children on the various reservations have not received this invitation. I discovered this when visiting the Brantford reservation one day and I drew the matter to the attention of the Exhibition officials, and they requested me to advise them of the name and address of the Indian officials to whom such an invitation should be issued.

Will you kindly advise me to whom they should write, and may I ask if you will be kind enough to do this at your very earliest convenience, as the time is somewhat limited.

Thanking you for your kindness in this matter, I remain,

Yours very truly,

Secretary and Assistant Director

J. S. Atkinson
per [illegible]
J. S. Atkinson,
Director.

JSA.MC

PUBLIC ARCHIVES
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CANADA

Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 2)
School Files

Ottawa, August 11, 1924.

Sir:

I am directed to acknowledge your letter of the 7th instant, addressed to the Honourable the Superintendent General, and in reply I wish to refer you to my letter of the 9th instant.

Your obedient servant,

Russell T. Ferrier,
Supt. of Indian Education.

J. S. Atkinson, Esq.,
Room 407, Ryrie Bldg.,
229 Yonge St.,
Toronto, Ont.

PUBLIC ARCHIVES
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CANADA

Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 2)
School Files

Emil Droonberg

Minnehaha

(Lachendes Wasser)

Kanadischer Roman aus der jüngsten Vergangenheit

11.—15. Tausend

Ein moderner, fesselnder Indianerroman für Erwachsene und die reifere Jugend

Fein geb. und illustr. Mark 2.40

In jeder guten Buchhandlung erhältlich

Franckh'sche Verlagshandlung, Stuttgart

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Indian Affairs. (RG 10, Volume 6731, File 1-1-1, part 2)
Central Files

18

DEPT OF INDIAN AFFAIRS
JUL 21 1924
RECORDS

...e Superintendent General of Indian ...
...ttawa.

...ear Sir,

...ll you kindly permit me to ask a ...
...ters concerning Canadian Indians. I am a novelist ...
...t of my stories are located in Canada or ...
...o, where I ... the ... before ...
...the war. (... see, I ... ...
...recently ... ... at ...
...present ... ... the In-
...dustrial ... ...
...ever where I ... ...
...ver. I remember that some days before I ... ...
...together with ... ... the ...
...ship was ... by a ... ...
...would like to know, whether ... these ...
...schools by the white ... or ...
...by ... ...
...compulsory ... ...
...children.

I also would be interested to learn, whether at the day schools or the reservations the Indian languages are taught as well as the English.

If you will be in a position to supply me with some literature ... ... -
... material, I ... very grateful to you.

...believe me, ... Sir, to be

yours faithfully:

Emil Muschik Rosenberg
(Author of
"Laughing Water" (London 1913. by
John Lane.)

Referred to the Deputy
Minister of ...
JUL 18 1924
FOR ATTENTION

Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 2)
School Files

PUBLIC ARCHIVES
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CANADA

DOMINION OF CANADA

INCOME TAX

MEMORANDUM RE FORMS T. 1, T. 1A AND T. 2

Returns should be prepared in triplicate. One copy should be retained by the taxpayer and two copies must be delivered to The Inspector of Taxation,

on or before the 30th day of April, 19[illegible].

T. 1 For persons other than farmers or ranchers.

T. 1A For farmers and ranchers.

T. 2 For Incorporated Companies.

PROVISIONS EXEMPTING FROM 1919

In the case of domestic persons and Widows or

Mr. Sutherland
Scott. worked.

Dr. Scott

Like you to
prepare
agreement
it to Minister
for Submit
reply to his
please

(ASD)

Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 2)
School Files

PUBLIC ARCHIVES
ARCHIVES PUBLIQUES
CANADA

110-1

Ottawa, July 21, 1924.

Dear Sir:

I have your letter of the 3rd instant, requesting certain information regarding the attendance of Indian children in the Indian residential and day schools in Canada. I am sending you, under separate cover, a copy of the last Annual Report of the Department of Indian Affairs as well as a copy of the Indian Act, 1906, with amendments. By reference to Section 10 of the Act you will obtain the information you requested.

The teaching of the English language is compulsory in all Indian schools except in a few schools in the province of Quebec, where French is the language used in the classroom instruction. We have no photos available for distribution, which could be sent you.

Yours very truly,

Deputy Superintendent General.

Emil Muschik-Droonberg, Esq.,
Wittstockstr., 7,
Leipsig, Germany.

PUBLIC ARCHIVES
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CANADA

Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 2)
School Files

1-1-1

August 15, 1924.

MEMORANDUM RE: INDIAN EDUCATION GENERALLY.

Indian Educational work is increasing and the results of the activity are more encouraging. Buildings and other physical equipment have been prepared as funds were provided for the purpose and qualified teachers, whose activity is carefully supervised, are engaged in the various schools. Centralized control, on the part of the four churches which are actively associated with the Department in the work, has resulted in standardized maintenance and instruction. Residential schools are filled to the limit of their capacity, which is indicative of an awakened interest in education on the part of Indian communities. During the past fiscal year 5,673 Indian children were maintained and educated in the residential schools. Compare this figure with 4,783, the enrolment of three years earlier, and the increasing importance of the activity is apparent. In addition, 8,200 Indian children were enrolled in day schools and 135 young men and women were assisted in courses at high schools and colleges.

Original & memo to Prime Minister.

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CANADA

Indian Affairs, (RG 10, Volume 6811, File 1-1-1, part 2)
School Files

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Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 2)
School Files

DEPARTMENT OF INDIAN AFFAIRS.

STATEMENT OF EXPENDITURE FOR THE YEAR 1923-24.

Province	Day Schools	Residential Schools	Ex-Pupils	Salaries & Travel	Tuition	Freight, Express, Etc.	Miscellaneous	Total
Nova Scotia	10,278.84	- - -	- -	- -	4,413.41	- -	1,605.09	16,297.34
Prince Edward I.	817.72	- - -	- -	- -	- -	- -	18.30	836.02
New Brunswick	32,873.88	- - -	- -	1,007.29	610.35	- -	1,229.06	35,720.58
Quebec	44,655.88	- - -	- -	6.05	3,814.40	181.72	6,839.86	55,497.91
Ontario	43,693.41	178,794.45	- -	1,538.53	4,537.63	395.49	6,427.07	235,386.58
Manitoba	41,342.42	275,281.33	2,267.39	338.00	386.64	1,923.94	8,866.26	330,405.98
Saskatchewan	28,579.00	279,569.39	2,408.57	835.58	1,028.22	1,451.03	5,045.28	318,917.07
Alberta	9,305.82	396,481.26	353.39	- -	175.00	929.76	5,171.26	412,416.49
British Columbia	65,230.35	413,630.43	451.76	4,271.70	333.68	565.54	8,009.59	492,493.05
N.W.T.	1,434.78	26,138.74	- -	- -	- -	149.01	339.50	28,062.03
Yukon	2,985.23	13,414.92	- -	- -	- -	987.12	65.77	17,553.04
	281,197.33	1,583,310.52	5,481.11	7,997.15	15,299.33	6,583.61	43,817.04	1,943,486.08

PUBLIC ARCHIVES
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CANADA

Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 2)
School Files

PROVINCE	NO. OF SCHOOLS IN OPERATION DURING WHOLE YEAR	NO. OF TEACHERS	APPROPRIATION 1924-25	SUMMER SCHOOLS-PERIOD OF 4 mos. No.	No. Of Teachers	Appro
Prince Ed. Island	2	2	$ 850.00			
Nova Scotia	12	12	6,350.00			
New Brunswick	10	12	6,550.00			
Quebec	24	46	21,050.00	7	9	2375.00
Ontario	38	43	22,900.00	5	5	1475.0
Manitoba	42	44	29,330.00			
Saskatchewan	20	24	15,350.00			
Alberta	6	7	4,850.00			
N. W. T.	6	6	3,400.00			
B. C.	50	53	40,730.00			
Yukon	6	6	3,680.00			

1 Le 1 Teniers

1-1-1

...K THE ANNUAL REPORT, 1923-24.

E D U C A T I O N

The training of the younger generation of Indians continues to be one of the important activities of the Department. Closer association with the four Churches actively engaged in the work has resulted in better and more standardized maintenance and instruction for the 13,872 Indian children that were enrolled during the year. There was a record Parliamentary Appropriation for Indian Education of $1,943,702.

Larger appropriations have permitted the replacement of old physical equipment and the engagement of better qualified teachers. Instruction is becoming more attractive and compares favourably with that in public and separate schools throughout Canada. In the West, residential schools are the most important factor in the programme. Main buildings were erected at the Edmonton and Coqualeetza Residential Schools, in Alberta and British Columbia, respectively. The central wing of a large institution at Kamloops, B. C., was finished and commencement was made on the St. Paul's School, near Cardston, Alta. An addition was started at the Cross Lake Residential School, in Manitoba, and barns were erected at several institutions.

During the past fiscal year, 5,673 Indian children were maintained and educated in the residential schools. Compare this figure with 4,783, the enrolment of three years earlier, and the importance of this phase of the activity is apparent. It was considered in the interests of economy, from the standpoint of both Department and Churches, to increase the pupilage at residential schools to the limit of their accommodation. There has been a determined effort to secure the services of better qualified academic and vocational instructors for the boarding schools. The class-room and other departments are inspected by qualified officers.

An awakened interest in education on the part of Indian communities has resulted in more applications for admission to residential schools. Orphans, children from destitute homes and those living some distance from day schools on the reserves are given the preference, when the number of vacancies is limited.

PUBLIC ARCHIVES
ARCHIVES PUBLIQUES
CANADA

Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 2)
School Files

In the Prairie Provinces, the Department has carefully supervised the health of the pupils in residence. More medical and dental attention will result, no doubt, in a more robust type of graduate.

Considerable attention has been directed to those day schools where there is a good average attendance. Provincial curricula are followed and fully qualified teachers engaged. When teaching services are being engaged, preference is given to Indians who are qualified. Workers are encouraged to attend conventions, institutes and summer courses. A special effort has been made in the matter of physical education and in the correlation of classroom exercises with vocational training and home interests.

Indian children throughout Canada are studying more advanced work than in the past. During the past fiscal year 2710 children were enrolled in Grade 4, or higher. Three years ago the number was 2258. High school subjects are taught in several residential schools and in a few day schools. In the case of several of the residential schools that are situated close to municipal high schools and collegiates, the more advanced pupils in residence are benefitting by secondary training in competition with white children. During the fiscal year 1923-24, tuition grants amounting to $15,299.33 have been allowed ~~for approximately 120 Indian young men and women who are studying in~~ normal schools and colleges in the different provinces.

Indian Students who are attending

73 residential and 242 day schools were in operation during the year - a total of 315 Indian schools. In addition, the Department assisted in the maintenance of 9 combined white and Indian schools. In Part 2 of this report will be found a tabular statement, showing the location and indicating the enrolment in the case of each school.

Compared with the previous year, there is an increase of one residential school. St. Joseph's, in southern Alberta, was closed and Edmonton and Elkhorn opened. Certain unprogressive day schools have been closed and the children recruited for residential schools. The loss in attendance at day schools in Manitoba and British Columbia is due to an increased enrolment at the residential schools of these provinces. The total enrolment for the year was 13,872 pupils - an increase over the preceding year of 149. The average daily attendance shows an increase of 82 pupils.

Several of the churches are actively engaged in the management of Indian day and residential schools, as follows: -

Roman Catholic	- 39	residential	and	78	day	schools;
Church of England	- 21	"	"	70	"	" ;
Methodist	- 6	"	"	39	"	" ;
Presbyterian	- 7	"	"	5	"	" ;
Salvation Army	-			1	"	" .

In addition to the 13,872 pupils shown in the tabular statements, there are some 125 Indian students enrolled in high schools and colleges in Canada. Further, approximately 50 Indian children are attending public schools which receive a small grant.

The expenditure for Indian Education from Parliamentary Appropriation for the fiscal year ended March 31, 1924, amounted to $1,943,486.09, as follows: -

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In addition to the above, the various bands of Indians, whose funds are sufficient to meet the expenditure, contributed the sum of $87,915.69 towards the payment of teachers' salaries and for the establishment and maintenance of schools on their reserves. For the fiscal year ended March 31, 1924, the amounts so contributed have been as follows: -

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1-1-1

September 8, 1924.

Memorandum:

Dr. Scott.

A teacher of an Indian day school has requested that he come under the Superannuation Act. This brings up the question of the status of teachers at our day schools. I consider these workers are Civil Servants; but, as they appear to be exempt from the operation of the provisions of the Civil Service Act in so far as the principle of competition in the matter of appointment is concerned, I believe they should be classed as "temporary".

Only permanent Civil Servants are eligible for superannuation and I propose, with your concurrence, to inform those teachers that enquire that they are ineligible.

I have discussed this question with the Accountant and the Acting Assistant Deputy and they concur in this opinion.

Supt. of Indian Education.

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INDIAN DAY SCHOOLS
1924 - 25.

PROVINCE	NO. OF TEACHERS	TOTAL SALARY	AVERAGE SALARY
NOVA SCOTIA	12	$ 6,350	$ 529.16
NEW BRUNSWICK	11	5,850	531.82
P. E. ISLAND	1	450	450.00
QUEBEC	45	22,300	495.55
ONTARIO	76	50,800	668.42
MANITOBA	38	25,700	676.32
SASKATCHEWAN	25	16,050	642.00
ALBERTA	7	4,850	692.86
N. W. T.	5	2,400	480.00
YUKON	2	1,420	720.00
BRITISH COLUMBIA	46	35,280	766.95
Totals	268	$171,450	$ 639.74

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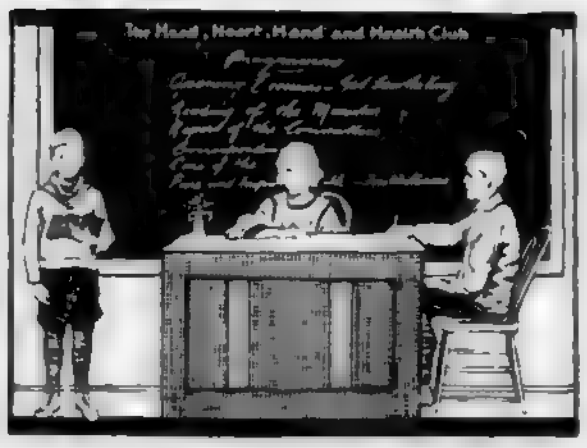
Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 2)
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Indian Affairs. (RG 10, Volume 6004, File 470-1, part 2)
Scouts, Guides, Junior Red Cross, Boys' Clubs, Girls' Clubs, Canadian Girls in Training, Canadian Boys' Protective League, Canadian Girls' Protective League, Canadian Boys' Protective Association, Canadian Girls' Protective Association, Canadian Boys' Protective Association, Canadian Girls' Protective Association, Canadian Boys' Protective Association, Canadian Girls' Protective Association



A J.R.C. AUXILIARY IS A 4H CLUB

The Ideal

Making the Work of the School fit with the Affairs of Life

"Hence the only kind [illegible] which is educationally sane is that which makes the pupils self-governing. A school governed [illegible] is a little community in which the pupils learn by practice the principles of right living. A country governed by the people [illegible] is one in which every citizen has had the opportunity in school days to learn the principles of self-government. [illegible]

"The teacher who does not [illegible] power of the pupils to govern themselves, is not performing a necessary [illegible] the pupils the necessary [illegible] Moreover only the [illegible] be developed.

"Self-reverence, self-knowledge, self-control
These three alone lead life to sovereign power."

The best pupil is not the [illegible] who controls and [illegible] best that is in him, who learns to use his powers for the good of humanity. Such [illegible] school management."

From the Ontario Manual on School Management

JUNIOR RED CROSS HELPS

The Junior Red Cross inspires boys and girls to self-control. It relieves the teachers. [illegible] the pupil. It [illegible] with popular government. It [illegible] the spirit to render the greatest service to humanity.

What is a Junior Red Cross Auxiliary?

A Junior Red Cross Auxiliary is a 4H Club. The old fashioned formula restricted the school to the 3R's. The modern school aims at the 4H's. Junior Red Cross organization of a class gives the pupils the best possible opportunity to "control and direct their activities in such a way as to develop the best that is in them and to render the highest service to humanity." It is a plan of self-government.

H for Head. A 4H Club is a school Literary Society. In the Friday afternoon meetings, pupils read their essays and give their oral compositions on selected health topics, etc. The meeting takes the place of the formal Hygiene lesson. The pupils learn to conduct public business.

H for Heart. A 4H Club is a junior Canadian Club, or a young Citizens' League. It fosters love of country through cooperative services in school and community. Through partnership activities in class and school affairs under their own elected officers and committees pupils train themselves in loyalty to their school democracy.

H for Hand. A 4H Club is a Work Club or Progress Club. It stimulates the school in wholesomely purposeful activities. It utilizes the unselfish impulses of youth for helping others. It strengthens desires for making things better about their school, for the best sort of play, for a First Aid cabinet, for collecting waste paper, etc.

H for Health. A 4H Club is a Good Health Club. It develops a class desire to play the "health game." It makes it easier to get all pupils to observe the common rules of health, to take a weekly bath, to come to school clean, to care for their teeth, to sleep with open windows, etc.

The Children of All Nations
UNITED
For Health, For Usefulness and For Friendliness



Do You Realize

That **To-day** there is in the **World** no **Humanitarian Force** which can be called upon in any **Great Crisis** to serve **All Men, Everywhere,** whatever their **Race, Creed or Color,** save that enrolled under the **Banner** of the **Red Cross?**

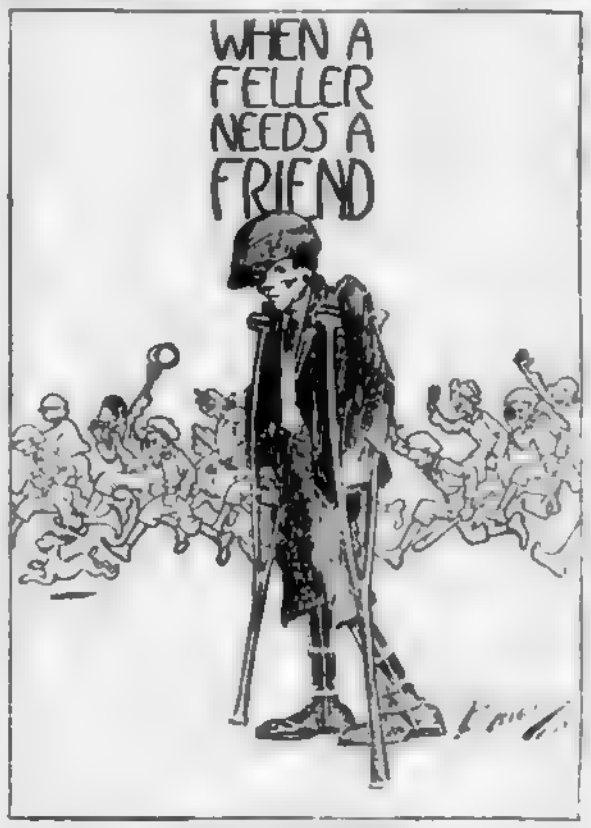
The Junior Red Cross invites You and Your Pupils to share in this Great Adventure in the World's Great Crisis

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THE ONTARIO CRIPPLED CHILDREN'S FUND

The Ontario Junior Red Cross [illegible] anywhere in Ontario to get special [illegible] whose parents cannot afford it. [illegible] possible through the Crippled Children's Fund. Subscriptions to this Fund are welcome. Many [illegible] past two years.



YOU CAN HELP

WHAT A COUNTRY SCHOOL DID

This is the achievement of one [illegible] county. The [illegible] organization [illegible] old classmate who had [illegible] He is back at school [illegible] the undertaking will [illegible] the leadership of the school. [illegible]

There is hardly any limit to what [illegible] together.

What Schools are Doing

At this date (April 1st 1925) there are 261 classes in Ontario schools enrolled as Junior Red Cross Auxiliaries. The number of pupils represented is 7,761. This is more than double last year's enrolment. In practically all of these the children work for the improvement of their schools and co-operate in helping others not so fortunate as themselves.

These are some of their activities:

They write letters and make gifts to their classmates who are at home sick. They help needy fellow pupils to get glasses or hospital treatment. They remember the sick and needy in their own neighborhood. They raise and distribute Christmas presents. They improve the equipment of their schools with First Aid cabinets, waste baskets, play apparatus, books on recitation for their libraries, etc.

They send dolls, toys and gifts to local Hospitals for Children's Shelters, to Orphanages, to Soldiers' Children's Hostels, to Preventoria, to Fresh Air Homes, to the Hospital for Sick Children, and to the Ontario Crippled Children's Fund.

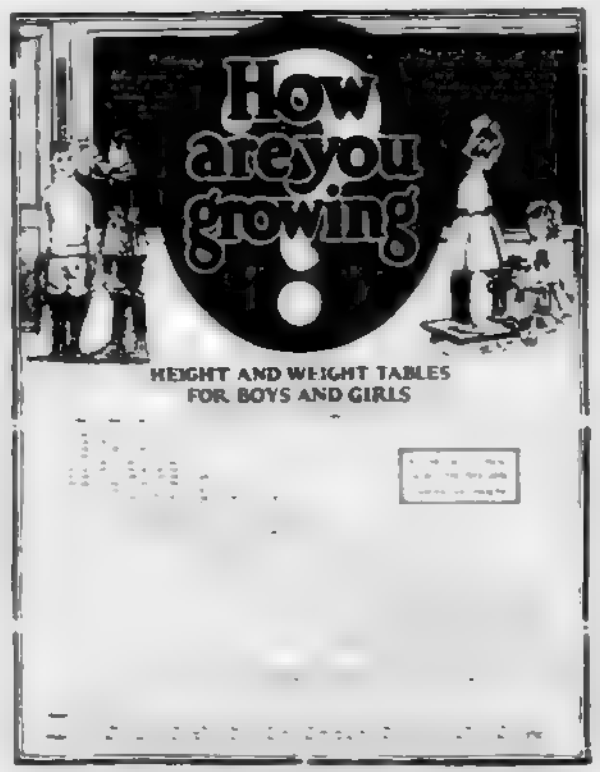
They aid American children [illegible] understanding that "he who is in need is our neighbor."

They collect voluntary contributions in Junior Red Cross Mite Boxes. They raise money at concerts, picnics, bazaars, and school fairs.

All this is part of the school training. It is education for larger citizenship. Ask for Pupils' Leaflet No. 1 *How Ontario [illegible]* for fuller details of this service.

THE NORTHERN FIRE CHILDREN'S FUND

[illegible] the disaster [illegible] appeal [illegible] to the [illegible] of the Red Cross [illegible] the plan [illegible] the appeal made by the Minister of Education. [illegible] the needy boys and girls [illegible]



Good Growth the Measure of Good Health

School Poster No. [illegible]

CLASS ORGANIZATION VITALIZES SCHOOL WORK

[illegible]

The J.R.C. Method of Health Teaching

Junior Red Cross offers a New Method of Teaching Health. The Old Method was the textbook method. It taught the subject rather than the pupil. It was Hygiene but not necessarily Health. It measured results in terms of [illegible] the test of successful instruction was in terms of [illegible] examination.

The New Method is a practical method. It measures results in terms of [illegible]. It tests successful instruction in terms of *good citizenship* and *good health habits*. It utilizes the enthusiasm and idealism of youth. It uses the school's natural [illegible] and the gang spirit for co-operative school activities.

The New Method is the Project Method. It sets the pupils a definite task or problem to work out, learning to do things and not merely to know *about* things. Junior Red Cross provides the motive, it is the primary mission of the Red Cross, namely, *to improve [illegible]*. In other words, to grow big and strong.

So the pupils are organized in a Junior Red Cross Auxiliary to work together for individual and community health. They sleep with their windows open, they brush their teeth, they [illegible] weekly bath, they drink milk, they keep their hands clean, they observe the Laws of Health, they grow in stature and in knowledge, they keep the school [illegible] its surroundings sanitary; they co-operate with the public health authorities, they carry out the instructions of the school nurse.

HELPERS

[illegible] Junior Red Cross [illegible] may attend at Headquarters [illegible] Pupils take [illegible] meetings. Director of Northern Helpers' Auxiliary

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The Pep-tinkets, Chesterville P.S., Dundas County. Mr. P. S. Boyd, Director.
A representative Junior Red Cross Club

What Junior Red Cross Offers to Ontario Teachers

S. B. McCready, B.A., B.S.A.
Provincial Organizer, Junior Red Cross

IT gives me great pleasure to accept the invitation of THE SCHOOL to tell what Junior Red Cross is doing and what it can do for the cause of better training for health and citizenship in Ontario schools.

Tested and Proven Useful

"I gave one night last week to [illegible] Junior Red Cross during the past year. I have found it the most interesting, the most impressive and the most practical way of teaching Hygiene. It has been no less valuable in the good government of the school. Through your help [illegible] I have had no disciplinary problems in my school. I can't answer all your questions. My only complaint was to [illegible]

"Please send Miss Alice Smith, teacher in the Sosa school, one of your 'red packages'. She [illegible] Sosa [illegible] adventure in [illegible]

To The Ontario Junior Red Cross,
130 Sherbourne St.,
Toronto, Ont.

Yours etc.,
(Sgd.) MARY GOODHEAD
Teacher, Progress School

This is not a recommendation for a patent medicine. It is a composite letter that could be duplicated many times in the letters of thanks and commendation received at Junior Red Cross headquarters from Ontario teachers during the past two years.

Reprinted from The School, [illegible]

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Indian Affairs, RG 10, Volume 6753, File 1-1-1, part 2)
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In Normal and Model Schools

Making no extravagant claims for Junior Red Cross as a cure-all, it may fairly be asserted that it has proven and is proving itself a useful help for many teachers, and an improved method of teaching.

The recent commendation of Mr. F. F. Macpherson, principal of the Hamilton Normal School, may be quoted in support of this claim. Pleased with the work that he had observed at a meeting of one of the Junior Red Cross Auxiliaries in the Strathcona Model School, he invited the class to repeat their meeting before the Normal School students. The Auxiliary in a business-like way discussed the invitation and formally agreed to accept it. The meeting was held again before the teacher-training classes. In Mr. Macpherson's words it provided "one of the biggest eye-openers the Normal School students had ever had".

One of the best hopes for the further extension of the work is based on the fact that several Normal and Model Schools are using and testing it, apparently with satisfaction. Many of the teachers using the method this year learned about it last year in their Normal training and saw it in use in the Model Schools. Mr. H. G. Martyn, a member of the Stratford Normal School staff, in a recent letter quotes from a teacher in Bruce County, -"Do boost the Junior Red Cross! Then she told of the work being done in her school." Any teacher may have this same help. It is free for the asking. And using it is good school teaching.

The Status and Aims of the Ontario Committee

Teachers who may be considering a trial of Junior Red Cross do not need to fear it, nor even to suspect it. Ensuring the proper educational direction of the work, the Committee in charge has as Chairman, Prof. J. A. Dale, formerly Professor of Education at McGill University and now head of the Department of Social Service at the University of Toronto. Dr. J. T. Phair, Chief Medical Officer of the Schools' Health Division of the Department of Education, is also a member of the Committee while Dr. Waugh, Chief Inspector of Schools, has been from the commencement an adviser in all phases of the development. The Department of Education approves and recommends the method as a means of promoting good health and high ideals of service. It permits and encourages its use in lieu of the text-book method of teaching hygiene.

Those in charge of Junior Red Cross in Ontario claim no place for it in the schools merely because it is the Red Cross. They realize that the acid tests of its right to recognition are its usefulness and its useableness for right educational purposes. Junior Red Cross seeks to give and not to get. It aims to serve and not to exploit. It uses its influence to improve the health of school children by the use of safe and sane pedagogical methods.

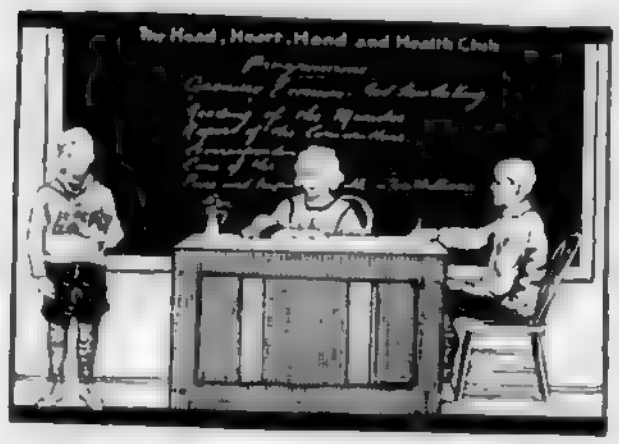
Junior Red Cross Shows a Steady Growth

The growth of the Ontario Junior Red Cross in the past three years is significant. At the close of December this year our records showed that 515 classes had enrolled during the year. For the year 1922, the number was 256, and for the first year, 1921, the figure was 108. There

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KODAK SAFETY ▲ FILM



Junior Red Cross Auxiliaries are 4H Clubs.

Junior Red Cross makes the school subject of Hygiene a class group activity. All the pupils are [illegible] as junior members of the [illegible]

is nothing remarkable or sensational in these figures. But they show promise. The steady growth indicates that increasing numbers of teachers are finding Junior Red Cross a help. The work is past the period of suspicion. It has made friends for itself with many school inspectors as well as with teachers.

The distribution of Junior Red Cross is province-wide. There is not a county or district in which it is not represented in one or more class rooms. In Hastings County there are at the present time, 27 active auxiliaries including groups in the graded schools of Madoc, Bancroft and Coe Hill; the township of Sidney with 7 auxiliaries in rural schools has more than any other township in the province. In the County of Peel there are 25 auxiliaries including 9 in the Brampton P.S. and 3 in the Middle Road School near Port Credit; Brampton is the most completely organized town or city school in the Province. Middlesex, including London schools, has 23 classes formed into Auxiliaries; Dundas has 18 with 8 groups in Morrisburg, Winchester, Chesterville and North Mountain graded schools. The work is well represented also in the schools of Bruce, Huron, Grey, Kent, Perth, Renfrew, Welland and Wellington.

Ten of our twenty-four cities have a total of 83 Auxiliaries. Toronto with 27 in 7 schools, Hamilton with 15 in 6 schools, Kitchener and Guelph with four each in two schools. In Hamilton there are signs of an early expansion throughout the schools of the city. The Niagara St. P.S. and the Normal Model School of Toronto with ten and nine Auxiliaries respectively are the two city schools with the largest number of groups.

Great Possibilities for Collegiate Red Cross

Junior Red Cross is finding a place of usefulness in secondary schools as well as in the elementary schools. The future will likely show extensions also in what has been called Collegiate Red Cross. At present there are nine groups enrolled. Both class rooms in the Eganville Continuation School are organized and two of the high school classes in the Toronto Normal Model School have Auxiliaries. In the Hamilton Normal School there are five auxiliaries formed in the teachers' classes.

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Teachers in collegiate institutes, high schools and continuation schools who have class groups carrying on under schemes of class-organization will find an affiliation with Red Cross stimulating in the promotion of social services. The Red Cross can inspire boys and girls in worth-while unselfishnesses. Its international features are also attractive. It is being developed in the schools of thirty countries.

For Humanity as well as for Health

The charitable side of Junior Red Cross must not be overlooked. Through the Ontario Crippled Children's Fund it pledges itself to secure for every poor crippled or handicapped child the special treatment needed, with an especial interest in cases reported from remote hinterland parts where municipal or community support is not obtainable. At the present moment three cases, one from Parry Sound and two from Thunder Bay, are being arranged for. Last year nine cases in all were treated. Donations to the amount of $377.18 were received from about 156 schools for this work last year. Help from any school is welcomed; so is information about cases that should be looked after.

The Northern Fire Children's Fund of 1922 was an accomplishment creditable to Ontario schools. A total of $6,354.51 was received. With this, in addition to generous Christmas cheer sent the year of the fire, every crippled child in the fire area has been treated and every child handicapped with visual, dental, throat (tonsils and adenoids) or other defects will be cared for.

The recent Japanese Children's Fund for earthquake sufferers has been a credit to Ontario schools also. A total of $9,337.13 has been received and is being administered through the Japanese Red Cross. In international as well as national appeals to schools, the Junior Red Cross has an important place to fill.

Space does not permit of much more being said here. Anyone wishing to join in the work will be welcomed. Many schools have enrolled since New Year's. It is never too late to join. Address the Ontario Junior Red Cross, 410 Sherbourne St., Toronto.

JUNIOR RED CROSS—A WORLD-WIDE SCHOOL CHILDREN'S MOVEMENT

Unites All

The Red Cross, the world-wide emblem of service, is made of five squares. The one in the centre unites in love the four others that reach out to the North, the South, the East and the West.

Serves All

There is in the world to-day no humanitarian force which can be called upon in any great crisis to serve all men everywhere, whatever their race, creed or colour, save that enrolled under the banner of the Red Cross.

Unites the Children of all Nations for Health, for Usefulness and for Friendliness.
You are invited to form an Auxiliary. No membership fee.

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DEPARTMENT OF
TRADE AND COMMERCE

CANADA

ADDRESS ALL
COMMUNICATION TO
R. H. COATS
DOMINION STATISTICIAN
OTTAWA

DOMINION BUREAU OF STATISTICS

Ottawa, Nov. 15, 1924.

Dear Mr. Ferrier,

I am enclosing clipping relative to Indian Education from last years' Report on Education Statistics. Would you be good enough to bring this material up to date or alter as you consider desirable.

Yours very truly,

J. C. Maclean

Asst Chief of Education Statistics.

Russell T. Ferrier, Esq.,
Superintendant,
Department of Indian Affairs,
Ottawa, Ont.

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Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 2)
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Ottawa, November 18, 1924.

Dear Mr. MacLean:

I have your letter of the 15th instant and am grateful for the opportunity of making suggestions relative to the paragraph on Indian Education in your report. If you will examine the 1922-23 Report of Indian Affairs, you will note that we have discontinued the use of the words "Boarding" and "Industrial" in connection with our residential institutions. Indian schools are now divided into day and residential.

Yours very truly,

R.T.F.

Russell T. Ferrier,
Supt. of Indian Education.

M. C. MacLean, Esq., M. A.,
Asst. Chief of Education Statistics,
Dominion Bureau of Statistics,
Ottawa, Ont.

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Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 2)
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Ottawa, November 24, 1924.

Dear Mr. Jamieson:

I have to refer to the request in your letter of the 19th instant for a copy of the laws relating to Indian education. The Sections of the Indian Act are the only laws, but regulations are made from time to time in connection with specific problems or efforts. There is no comprehensive set of Regulations, with the exception of the brief statement which we print on the back of the classroom register. I am having a register directed to you. If there are any specific questions, I shall be pleased to answer them.

Yours very truly,

Russell T. Ferrier,
Supt. of Indian Education.

Elmer Jamieson, Esq.,
26 Gloucester St.,
Toronto, Ont.

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1-1-1

pt 1

— Note —

Correspondence with "The Canadian Red Cross Society" with reference to subscribing for the "Red Cross Junior" has been placed on file 1-1-4

P.P.

5/12/24

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School Files

1-1-1 Parson Wash. n&a
T. : 12-1 76
Dec 10. 24.

Minister of Education
of Canada.
Ottawa. Can.

Dear Sir

I am sure after
nine years of study and precautionary
work among
the Doukhobors
you [illegible] information regarding
the Government policy now among the
Canadian Doukhobors. How many schools
are established at present? How many
teachers. Sir. and pupils are employed
and how much or yearly appropriation by
the welfare of the Doukhobor people
Canada. Also if
there are any reports on the above
subject or where can I obtain the
desired information.
Thanking you
Yours truly
Gilbert Pete.

DEPT OF N. A. & N.
DEC 17 1924
RECEIVED

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Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 2)
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POOR
COPY

1-1-1.

Schools

Ottawa, January 8th, 1925.

Sir:

I have your letter of the 10th ultimo, requesting certain information regarding this Department's work among the Eskimo.

In reply I beg to say that we have no reports available on the educational and other work carried on. As yet no very large financial aid has been allotted for the education of the Eskimo. At the last Session of Parliament the affairs of the Eskimo were, by amendment of the Indian Act, placed under the direction of the Superintendent General of Indian Affairs. In the past the establishment of schools was left in the hands of those interested in the evangelization of the people; however, this Department recognized certain obligations in the matter and paid a small grant for current expenses. Educational work is being carried on intermittently in the Herschel Island district under the auspices of the Anglican and Roman Catholic Churches. At the present time there is a day school under the auspices of the Anglican Church at Aklavik, and schools have from time to time been in operation at Herschel Island and Kittigaqjuit. Besides several Eskimo children are receiving an education at the Hay River and Carcross Indian Residential Schools. The future policy for the carrying on of the educational work and other matters in connection with the Eskimo is now under consideration.

This Department has recently appointed a medical officer to be stationed at Aklavik. There are no nurses employed at the present writing.

Your obedient servant,

J. D. McLean

J. D. McLean,
Asst. Deputy and Secretary.

Arthur Eide, Esq.,
R. 1, Box 86,
Pearson, Wash., U.S.A.

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13 "Manitoba"

INDIAN EDUCATION

The Federal Government is responsible for the education of the youth of the Indian people. Several churches are actively interested and are associated with the Department of Indian Affairs in the maintenance of 38 day and 10 residential schools for Indian children in the province. At the boarding schools, vocational training is provided in addition to the regular classroom activity. In the fiscal year 1923-24, 1139 and 934 pupils were enrolled in the day and residential schools, respectively. Indian children who show academic promise are given tuition grants to enable them to secure secondary education - other successful graduates of Indian schools are given assistance to establish themselves on the reserves, and their activity is supervised by field workers.

Rapport pour les Publications "Manitoba"
Mon 3/25

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I-9-1

Laytonville. Lake
Division Indian
Feb 26 1925.

The Superintendent of Indian

Ottawa

Dear Sir

I have received a
visit of all the Indians
Reserves & Indians
scattered throughout the
Province of Alberta
in the
Mrs L. G. Watson
Laytonville. Lake

I-1-1

MAR 2 1925
REGISTRATION BRANCH.

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1-1-1.

Ottawa, March 11th, 1925.

Madam:

I have your letter of the 26th ultimo, requesting information concerning Indian schools and hospitals in the provinces of Saskatchewan and Alberta.

I am having directed to you, under separate cover, a copy of our last annual report. On Pages 86 and 87 will be found a list of day schools in these provinces, and on Pages 90 and 91 a list of residential schools.

There are three hospitals for Indians in these provinces - one on the File Hills Reserve in Saskatchewan and one on each of the Blood and Blackfoot Reserves in Alberta.

Your obedient servant,

Russell T. Ferrier,
Supt. of Indian Education.

Mrs. A. B. Motion,
Lloydminster,
Sask.

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DEPT. OF INDIAN AFFAIRS
MAR 30 1925
RECORDS

DEPARTMENT OF INDIAN AFFAIRS
CANADA

IN YOUR REPLY REFER TO
No. 100-11 B
ALSO TO DATE OF THIS LETTER

COMMISSIONER'S OFFICE,
M REGINA, SASK., March 23rd., 1925

R.

Sir:

I have had several communications with reference to the increased pupilage at some of the Residential Schools, and I should be glad if the Department would furnish me with a list of the various Residential Schools in the three Prairie Provinces giving the present authorized pupilage and stating what increases are being allowed.

Your obedient servant,

W. M. Graham
Indian Commissioner.

The Secretary,
Dept. of Indian Affairs,
Ottawa.

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CANADA

Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 2)
School Files

PUPILAGE AT INDIAN RESIDENTIAL SCHOOLS

IN PRAIRIE PROVINCES.

MANITOBA		SASKATCHEWAN		ALBERTA	
Birtle	95	Beauval	65	Blood R.C.	72
Brandon	125	Cowessess	80	Blue Quills	60
Cross Lake	110	Duck Lake	150	Crowfoot	75
Elkhorn	120	File Hills	80	Edmonton	125
Ft. Alexander	90	Gordon's	100	Ermineskins	110
Mackay	80	Lac la Ronge	100	Holy Angels	40
Norway House	105	Muscowequan	60	Old Sun's	80
Pine Creek	81	Onion Lake R.C.	55	Peigan R.C.	35
Portage la Prairie	90	Onion Lake C.E.	41	Peigan C.E.	55
Sandy Bay	70	Qu'Appelle	225	Sturgeon Lake	60
		Round Lake	75	St. Albert	100
		Thunderchild	90	St. Bernard's	40
				St. Bruno's	80
				Wabiscaw R.C.	30
				Wabiscaw C.E.	25
				Whitefish Lake	20
				Lesser Slave L.	20
				Vermilion	50

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PUPILAGE AT INDIAN RESIDENTIAL SCHOOLS

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Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 2)
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1-1-1.

Ottawa, March 31, 1925.

Sir:

I have your No. 100-11B of the 23rd instant, in which you ask for information concerning the pupilage at Indian residential schools in the Prairie Provinces. Enclosed you will find a list, by provinces, of the Indian residential schools, showing the pupilage in each case as from April first, 1925.

The pupilage at the Duck Lake institution has been increased to 150, as the new building has ample accommodation for this number. The File Hills school has been voted at 90, but the present pupilage is 80. You might let me have a special letter with reference to the accommodation that is now available in the dormitories at this institution. The Department has had correspondence concerning increasing the pupilage at the Gordons, Qu'Appelle and Thunderchild schools, but no decision has been reached in any case and no additional pupilage has been voted. At Birtle and Cross Lake, where additions or alterations have been made during the fiscal year, the accommodation may be more than the pupilage allowed; but requests for an increase have not been received, nor have arrangements been made in the Estimates for a larger number of children. In the case of the Thunderchild school the pupilage has been 90 for some years until lately, when the Department decided to reduce it to 82. The management, however, had recruited up to an earning capacity of over 90 before receiving the official notification of the decrease, and it has now been decided to allow the original 90 for the time being. When this school complies with the Department's requests, which were made known to you in other correspondence, consideration will be given to increasing the pupilage to 110.

Your obedient servant,

Encl

Russell T. Ferrier,
Supt. of Indian Education.

W. M. Graham, Esq.,
Indian Commissioner,
Regina, Sask.

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Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 2)
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1-1-1

13-0-14.

April 8, 1925.

Memorandum:

Dr. Scott.

The Health of Animals Branch, Department of Agriculture, tests for tuberculosis, without cost, the milch cows at Indian residential schools. Only a few of the schools have "Accredited" herds (6 registered animals) and the Department of Agriculture pay compensation for those animals they kill, only when the herd is accredited. Dr. Westgate writes to learn if the Department will replace milch cows that are killed when the school is not entitled to the regular compensation. The inspection by the Health of Animals Branch to date has not been at the request of the Department but upon the invitation of the respective school managements.

Supt. of Indian Education.

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1-1-1.

April 15, 1925.

EDUCATION OF ESKIMO CHILDREN.

The Department of Indian Affairs has recognised and is giving financial assistance to two day schools for Eskimo children. During the past five years the enrolment has averaged as follows: - Herschell Island 43 and Aklavik 7. The Herschell Island Day School is conducted at certain seasons of the year at Shingle Point. The activity at these two day schools has been intermittent and the annual cost an average of only $525. Both schools are conducted by Church of England missionaries. A missionary of the same church has commenced a day school for Eskimo children at Lake Harbour, Baffin Land, and the Department has allowed texts, scribblers, etc. The school has not been officially recognized nor are we allowing any grant for teacher's salary.

During the past five years 16 Eskimo children have been enrolled at three Indian day schools - Rampart House, Ross River and McPherson. The Eskimo children share of the expense at these schools has been $290 per annum.

Day school activity among the Eskimos has cost the Department an average of approximately $825 per annum. The enrolment of Eskimo children at this class of school has been 63 per annum. If the parents of these children were not so nomadic in their habits, the activity would have been steady and the annual cost appreciably more.

At three Indian Residential Schools, Carcross and St. Paul's Hostel in the Yukon and Hay River in the N. W. T., there has been an enrolment of 16 Eskimo children per year. They have cost the Department $3150 per annum for current expenses and $1700 per annum (estimated) for capital expense - an average yearly expenditure for Eskimo children at Indian residential schools of $4850.

To recapitulate - during the past five years the Department of Indian Affairs has provided educational advantages for 82 Eskimo children at an annual cost of $5375.

Day Schools for Eskimos	Indian Day Schools attended by Eskimos
1. Herschell Island	1. Rampart House
2. Aklavik	2. Ross River
3. Lake Harbour (not yet recognised)	3. McPherson

Indian Residential Schools attended by Eskimos

1. Carcross
2. St. Paul's Hostel
3. Hay River

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Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 2)
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I hesitate to comment on our policy for the education of Eskimo children, for I have noted in the Press that explorers and others doubt the advisability of establishing schools at the present time. Residential schools would be a very costly experiment and the graduate might be quite unfitted for life in his natural community. Day schools would be intermittent in their operation.

We might recognise and support the educational schemes which missionaries who live among the people initiate, provided, of course, there was any worth or success in the individual activity.

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Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 2)
School Files

COPY

P. O. Box 1069
Truro, Nova Scotia.

2nd April 1925

The Dept. of Interior.

Kindly advise me if there are Canadian Gov't Schools in Labrador, Yukon or in any part of Canada?

(a) What is the requisite qualifications for a teacher?

(b) By whom are appointments made?

(c) Salary rec'd per annum?

(d) Are there any vacancies at present?

Also please send me a blue book on the Indian Industrial Schools in B. C., Alberta, Saskatchewan or Ontario. I wrote you a few days ago, but rec'd no reply. Please answer and if the Dep't of the Interior is not the right dep't to answer please tell me to whom I must write for information.

Address (Sgd) (Mrs) McLaughlin,
P. O. Box 1069, Truro, Nova Scotia.

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1-1-1

PLEASE ADDRESS YOUR REPLY TO THE DIRECTOR

REFER TO FILE NO

DEPARTMENT OF THE INTERIOR
CANADA

DEPT. OF INDIAN AFFAIRS
APR 24 1925
REGISTRY

NATURAL RESOURCES INTELLIGENCE SERVICE

OTTAWA April 22nd, 1925

Copy for information of the Assistant Deputy and Secretary, Department of Indian Affairs, Ottawa.

Dear Madam:-

We are in receipt of your letter of the 2nd instant addressed to the Department in which application is made for certain detailed information regarding Canadian Government schools in Labrador, the Yukon, or in any part of Canada.

In partial compliance with your request we are referring a copy of your letter to the Northwest Territories and Yukon Branch of this Department for such information as may be available with regard to educational facilities in the Yukon.

ENCL.

With respect to Labrador application should be made to the Government of Newfoundland at St. John's, as Labrador is under the control of the Newfoundland not Canadian Government.

In the case of the other provinces this Service is not in a position to furnish such particulars as you are anxious to obtain. This is due to the fact that the matter of education is under the control of the Provincial Governments not Federal, as you will note from the statement in that connection on page 212 of the publication "Canada-Natural Resources and Commerce" a copy of which is being sent you.

With respect to the blue book on the Indian Industrial Schools in British Columbia, Alberta, Saskatchewan or Ontario a copy of your communication is being referred to the Department of Indian Affairs, which Department may be able to comply with your request.

We have no record in this office of the earlier letter to which you have reference, but it is possible that same was referred to another branch for attention.

Yours very truly,

Mrs. McLaughlin,
P. O. Box 1069,
T R U R O,
Nova Scotia.

F. C. C. Lynch,
Director.

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Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 2)
School Files

Ottawa, April 25, 1925.

Madam:

Your letter of the 2nd instant, addressed to the Department of the Interior, has been referred to this Department, so that information concerning Indian schools may be directed to you. Under separate cover, I am mailing a copy of our Annual Report and you will find on pages 82 et ff. a list of the Indian day and residential schools in Canada. Nearly all these schools are conducted under the joint auspices of this Department and the several churches that are interested in the evangelising and education of the Indian people. The Department looks to the church interested to nominate teachers and other workers. If you are interested in the schools that are managed by any particular denominations, or in the day schools of any locality, if you will let me know definitely, I shall be pleased to give you information as to the proper church or department representative.

Your obedient servant,

Russell T. Ferrier,
Supt. of Indian Education.

Mrs. McLaughlin,
P. O. Box 1069,
T R U R O,
N. S.

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W. F. QUARRIE, Pres.
F. H. REEVE, Secy.
H. H. ARE[illegible], Treas.

THE WORLD IS YOURS WITH THE WORLD BOOK

THE WORLD BOOK
ORGANIZED KNOWLEDGE STORY OF PICTURE

1-1-1

C. H. GOODISON.
MANAGER.

M. THORBURN.
ASST. MANAGER.

PUBLISHED BY

W. F. QUARRIE & COMPANY

EDUCATIONAL PUBLISHERS

64 KING ST. EAST.

TORONTO, ONT.

April 22nd, 1925.

The Department of Indian Affairs,
Ottawa, Ont.

Dear Sir: Attention Mr. Ferrier

We beg to enquire if your Department issues any piece of literature giving a list of the Indian Schools under the Supervision of the Department. If so, andthis should show the names and standing of the teachers, salaries, it would be much appreciated.

Also, may we enquire if the teachers salaries are paid monthly, quarterly or semi-annually.

Thanking you kindly, we are,

Yours very truly,

W. F. QUARRIE AND COMPANY.

M.A.M.

With reference to the last paragraph of your letter, I wish to assure you that the Department understands the difficulties which confront your Society in the administration of the Old Sun's Indian Residential School. Rest assured that we will not press for standards of instruction and care which will not admit of attainment because of any inadequacy of physical equipment. It is our aim to provide the necessary buildings, etc., at all Indian residential schools, so that the work among the youth of our wards will make progress. As funds are available, this intention will be carried out and all we expect of your Society and the management of the individual schools is to do the best possible under the circumstances. You will understand, however, that the efficiency of personal services is not largely dependent on physical equipment at these institutions; and from time to time I will draw to your attention, when necessary, reports concerning the qualifications of members of the staff at this and other schools that are managed by your Society.

Your obedient servant,

J. D. McLean,
Asst. Deputy & Secretary.

Rev. T. B. R. Westgate, D. D.,
Field Secretary, M. S. C. C.,
41-43 The Bible House,
Alexander Ave.,
Winnipeg, Man.

July 31/15 Original 104-1-1

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Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 2)
School Files

1-1-1.

Ottawa, April 24, 1925.

Gentlemen:

- Attention Mr. M. A. Morris -

I have your letter of the 22nd instant, with reference to the Indian schools that are maintained by this Department. In reply I have to inform you that there is no report or list showing the schools with the names, addresses, qualifications and salaries of the teachers. In Canada today there are 242 day schools and 76 residential schools for Indian children. I have a list of the residential schools, showing the names of the principals and their addresses. There is also in our Annual Report a list of the day schools showing the names of the teachers, but the post office addresses of these workers and the other facts mentioned in your letter are not given.

Residential school grants are paid quarterly, on a basis of the number of children in residence. Day school teachers' salaries also are paid quarterly.

I should be pleased to send you a copy of our Annual Report or the list of the residential schools or both, upon application, and I will give you any further information available. Your stamped envelope is enclosed herewith.

Your obedient servant,

Russell T. Ferrier,
Supt. of Indian Education.

Messrs. W. F. Quarrie & Co.,
34 King St. E.,
Toronto, Ont.

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Fernow No 32

APPROPRIATION

INDIAN EDUCATION 1924-25

RECAPITULATION.

	1918-19	1924-25
Per Capita Grants	579,160.	901,775.
Day School Salaries	131,635.	177,100.
Inspection	2,500.	9,000.
Tuition & Assistance	4,000.	12,000.
Buildings & Repairs	16,820.	695,102.
Fuel, Rental, etc.	.....	27,000.
Medical & Dental	.....	6,000.
Transportation of Pupils	.....	8,000.
Classroom Equipment	.....	19,000.
Total:	$ 734,115.	$1,854,977.

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INDIAN DAY SCHOOLS
1924 - 25.

PROVINCE	NO. OF TEACHERS	TOTAL SALARY	AVERAGE SALARY
NOVA SCOTIA	12	$ 6,350	$ 529.16
NEW BRUNSWICK	11	5,850	531.82
P. E. ISLAND	1	450	450.00
QUEBEC	45	22,300	495.55
ONTARIO	76	50,800	668.42
MANITOBA	38	25,700	676.32
SASKATCHEWAN	25	16,050	642.00
ALBERTA	7	4,850	692.86
N. W. T.	5	2,400	480.00
YUKON	2	1,420	720.00
BRITISH COLUMBIA	46	35,280	766.95
Totals	268	$171,450	$ 639.74

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EXPENDITURE FROM PARLIAMENTARY APPROPRIATION

IN BRITISH COLUMBIA

FOR INDIAN EDUCATION

	ALL CANADA	B. C. only	CURRENT	CAPITAL
1915-16	911,377.89	201,600.00	123,600	78,000
1916-17	733,768.09	169,784.90	137,100	32,685
1917-18	734,112.33	159,538.68	152,000	7,539
1918-19	735,504.90	175,797.02	161,200	14,597
1919-20	1,057,662.74	176,346.64	167,100	9,248
1920-21	1,112,409.63	318,042.58	184,600	133,442
1921-22	1,363,419.71	478,643.66	207,600	271,043
1922-23	1,437,642.03	354,791.76	229,800	124,992
1923-24	1,943,486.09	492,493.05	234,100	258,393
1924-25	1,854,970.41	430,852.87	293,000	137,852
TOTAL:	$11,884,353.82	$2,957,891.16	$1,890,100	$1,067,791

N. B. - The Canadian and B. C. total expenditures for the fiscal year 1924-25 and the B. C. expenditure for the fiscal year 1915-16 are approximate - the current and capital expenditures for B. C. for all 10 years are also only approximate. All four totals are therefore not necessarily accurate to the dollar.

For all 10 years, but one (1919-20), the expenditure from from Parliamentary Appropriation for Indian Education was larger for British Columbia than for any other province and of course the expenditure for the 10 years for British Columbia was much larger than for any other province.

It is interesting to note that whereas the Indian population of British Columbia is 23.18% of the Canadian population (Indian) the expenditure of public money in British Columbia for the 10 fiscal years under review was 24.47% of the total for Indian Educn.

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Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 2)
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July 4, 1925.

Memorandum:

DR. SCOTT.

INDIAN EDUCATION
IN
BRITISH COLUMBIA.

According to the latest census, there are in British Columbia 23,782 Indians. Details are not available as to the ages of 2,500 of this native population; but there are known to be 4,566 children of school age. In all probability this number will not decrease during the next few years, as there are at the present time 3,349 children under 6 years of age. A study of the statistics leads me to believe that approximately 22% of the 2,500 Indians whose ages are unknown are of school age. There are, and will be for some years, approximately 5,000 Indian children of school age in the province of British Columbia. Some of these children are physically unfit and others could not profit if there were a comprehensive establishment of schools. I therefore estimate at 4,500 the number of Indian children in the province who should be receiving an education.

During the past fiscal year, 2,725 children were enrolled in the 44 day and 16 residential schools which were in operation in the province. The enrolment at the day schools was 1,382 and the average attendance 643 - a percentage of attendance of 48. This does not compare favourably with the record for all Canada. The enrolment at residential schools was 1,403 and the average attendance 1,219 - a percentage of nearly 87 - which is somewhat better than the general record of Indian residential schools. Only an inconsiderable number of Indian children in this province are attending white schools and colleges.

The above figures show that educational facilities should be provided for approximately 1,800 more Indian children if our programme in the province is to be complete and they indicate that the majority should be enrolled at residential schools if success is to attend our efforts. The poor attendance at day schools in the province generally suggests that they should be established only when there are suitable centres of permanent population. Some day schools have to be maintained for the children who are physically unfit for residential institutions.

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From the general statistics alone, it would appear that existing residential schools should be enlarged and others established to cater for an enrolment of 1,200 more pupils than are at present being educated in this type of institution. Further, the majority of the other 600 Indian children who are not being educated could be enrolled in day schools. This would mean the establishment of 10 or 12 new day schools.

It must not be argued that the Indian children in B. C. have been neglected. The native population of the province is 23.18% of all Indians in Canada. The expenditure for the education of Indian children in B. C. for the past 10 fiscal years ($2,949,186) is 24.47% of the total expenditure of Parliamentary Appropriation for Indian Education.

- - - - - -

I am of the opinion that improvements and additions should be made to the programme at both classes of schools. All residential schools and successful day schools should give more definite vocational training. The academic and vocational instructors should be fully qualified for their work. In the light of the experience of one or two residential schools in the province, it is considered advisable to take special precautions to safeguard the health of the pupils in boarding institutions.

I strongly recommend the establishment of an undenominational technical residential school, where boys who have done well at regular schools can be given an intensive two-year training in carpentry, gas engines, gardening and perhaps one other course. Such an institution should be located near the Indian Commissioner's office, so that a responsible officer of the Department will be in close touch.

- - - - - -

The last census shows the religion of all but 2500 Indians in British Columbia and is as follows. There is also indicated the present number of residential and day schools for each denomination.

Denomination	Population	School Population	Residential Schools	Day Schools
Roman Catholic	11,373	2,445	9	14
Church of England	4,640	902	3	12
Methodist	3,840	885	3	14
Presbyterian	459	99	2	1
Others	500	104	0	3
Pagan	470	101	0	0

It appears from the above figures that four Roman Catholic, two Church of England and one Methodist Indian residential schools and several day schools for Roman Catholic and Church of England Indians are urgently required.

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A study of the school population, religious denominations and existing schools by agencies shows the following

BABINE - 1845 -- School age 400

Roman Catholic	153	0	residential	2 day
Church of England	103	0	"	2 "
Methodist	88	0	"	2 "
Others	56	0	"	1 "

One Roman Catholic and one Protestant residential school are evidently needed.

BELLA COOLA - 1119 -- School age 245

Methodist	223	1 girls' res.	4 day
Roman Catholic	22	0 residential	0 day

A boys' wing should be added to the girls' residential school (Methodist) at Kitamat. There is a day school opportunity at Rivers Inlet.

COWICHAN - 1815 -- School age 413

Roman Catholic	271	1	residential	2 day
Methodist	148	0	"	2 "

There appears to be room for another Roman Catholic residential school in this agency; but there are difficulties attendant upon recruiting for even Kuper Island, so there is no pressing need. The Methodist children of this agency are recruited for Coqualeetza.

KAMLOOPS - 2034 -- School age 264

Roman Catholic	185	1	residential	0 day
Church of England	79	0	"	0 "

There are enough Anglican children to warrant a small residential school, but an enlarged institution at Lytton may do for a time. The new Kamloops school will satisfy the present residential school needs of Roman Catholic children. Day schools might be tried for the Roman Catholic children at Bonaparte Lake and Dead Man River and for the C. of E. children at Spatsum.

KOOTENAY - 501 School age 116.

Roman Catholic	116	1	residential	0 day

KWAWKEWLTH - 1039 -- School age 214

Church of England	171	1	residential	1 day
Methodist	43	0	"	1 "

It appears advisable to enlarge the Alert Bay Indian Residential School and to commence day schools at Rupert Arm and Kingcome Inlet.

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LYTTON - 2094 -- School age, 455

Roman Catholic	273	0 residential	2 day
Church of England	182	1 "	1 "

There is apparently a need for a Roman Catholic residential school. It should be somewhere in the Lillooet area. A day school might be established at Fountain.

NEW WESTMINSTER - 1093 -- School age, 240

Roman Catholic	225	1 residential	3 day
Methodist	15	1 "	0 "

St. Mary's Indian Residential School might be enlarged to take in more Roman Catholic children.

OKANAGAN - 849 -- School age, 199

Roman Catholic	199	0 residential	3 day

There is apparently a need for one Roman Catholic residential school in this agency. The church authorities have asked that none be built for the time being.

QUEEN CHARLOTTE - 645 -- School age, 163

Church of England	99	0 residential	1 day
Methodist	64	0 "	1 "

One Protestant residential school is required in this agency.

SKEENA RIVER - 2290 -- School age, 499

Church of England	288	0 residential	6 day
Methodist	211	1 girls' res.	3 "

The Girls' School at Port Simpson should have a boys' addition and a residential school for Anglican children should be erected.

STIKINE - 753 -- School age, 208

Roman Catholic	121	0 residential	0 day
Church of England	87	0 "	0 "

There is but one combined public and Indian day school in this agency and the needs of this part of the province should engage the Department's attention in the very near future.

STUART LAKE - 1358 -- School age, 345

Roman Catholic	345	1 residential	0 day

There appear to be day school opportunities at Fort George and Fort St. James.

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VANCOUVER - 1201 -- School age 262

Roman Catholic	262	2 residential	2 day

WEST COAST - 1459 -- School age. 272

Roman Catholic	141	1 residential	0 day
Presbyterian	82	"	1 "
Methodist	49	"	0 "

A day school might be tried at Kyuquot Sound.

WILLIAMS LAKE - 1191 -- School age. 251

Roman Catholic	251	1 residential	0 day

In this agency, certain groups do not mix well with the Shuswaps and it has been suggested that a second Roman Catholic residential school be established near Anaham. (Bella Coola agency). There is a day school opportunity at Canoe Lake.

This survey by agencies shows that there is required at present: -

NEW RESIDENTIAL SCHOOLS:

Roman Catholic	4	(3 important - 1 later) Babine, Lillooet & Anaham) Okanagan later.
Church of England	1	- Skeena and Queen Charlotte
Methodist	1	- Hazelton

REPLACEMENTS AND ADDITIONS - RESIDENTIAL SCHOOLS:

Roman Catholic	1	- St. Mary's
Church of England	2	- Lytton and Alert Bay
Methodist	2	- Litemat and Fort Simpson

NEW DAY SCHOOLS

Roman Catholic	6	- Bonaparte Lake, Fort George, Dead Man River, Ft. St. James, Fountain, Kyuquot Sound.
Church of England	3	- Spatsum, Rupert Arm and Kingcome Inlet.
Methodist	1	- Rivers Inlet.

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To recapitulate, the requirements are: -

	New Residential Schools	- 6 or 7
Replacements,	" "	- 3
Additions,	" "	- 8
	New Day Schools	- 10

It might be noted that this survey leads to practically the same conclusions as did a study of the population as a whole. Further, the religious denomination of the schools does not vary a great deal with what was estimated as required following a study of the religions of the Indian population.

- - - - - -

To ascertain the costs of a complete programme, I have reviewed the figures of recent years. The expenditure and enrolment in connection with Indian Education in British Columbia for the past ten years are as follows: -

	EXPENDITURE			ENROLMENT		
	Current	Capital	Total	Residential	Day	Total
1915-16	$123,600	$78,000	$201,600	1,006	1,508	2,514.
1916-17	137,100	32,684	169,784	983	1,383	2,366
1917-18	152,000	7,538	159,538	1,064	1,256	2,320
1918-19	161,200	14,597	175,797	1,068	1,079	2,147
1919-20	167,100	9,247	176,346	1,115	1,197	2,312
1920-21	184,600	133,442	318,042	1,147	1,246	2,393
1921-22	207,600	271,043	478,643	1,203	1,302	2,505
1922-23	229,800	124,992	354,791	1,276	1,350	2,626
1923-24	234,100	258,393	492,493	1,240	1,336	2,576
1924-25	264,650	167,500	432,151	1,403	1,322	2,725
Total:	$1,851,750	$1,097,436	$2,949,186	Average.	1,160	1,298

I have made a study of the figures for the past three years, in order to ascertain the current costs per pupil. At residential schools, the average current cost per annum per pupil enrolled is $151 and at day schools, $34. Of course, the average current cost per unit of average attendance would be somewhat higher in the case of the residential schools and much higher in the case of the day schools.

The provision of residential school facilities for a more complete programme would do away with only two existing day schools and the saving in current costs, because of the dropping of two day schools, would be negligible.

If an immediate effort was made to educate all the available children of British Columbia and the building programme completed within the next six years, each succeeding year there would be an average of 175 more residential school

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pupils and 70 more day school pupils. The current costs would therefore show an average yearly increase for the six years of nearly $30,000. If the figure is set at $30,000, it would allow better teaching services and more definite vocational training. If a technical school to accommodate 100 senior teen-age boys was erected in 1927, the current costs for the fiscal year 1928-29 would show an extra increase of $25,000. as I estimate $250 per pupil as the current cost of such an institution. A table showing comparative current and other costs is hereunder. It will be noted that the current costs per annum would be approximately $468,000, which is $205,000 more than next year, when the proposed building programme would get under way.

The regular capital expense in British Columbia, without any new or large building activity, is approximately $40,000 per annum. If a building programme of

6 new residential schools	- $750,000.
3 replacements, residential schools	- 300,000.
2 enlargements, " "	- 60,000.
10 new day schools	- 50,000

was spread over six years, the average capital expense, inclusive of the regular yearly $40,000, would be $233,000. If a technical residential school were erected in 1927-28, that year's capital expense would be $383,000.

If this building programme, totalling $1,310,000, is undertaken during the next six years, the expenditure would be approximately as is shown hereunder: -

	Current	Capital	Total	
1926-25	$250,000.	$125,000.	$355,000.	
1925-24	254,000.	250,000.	498,000.	
1924-25	255,000.	167,000.	422,000.	
1925-26	262,000.	52,000.	314,000.	(est.)
1926-27	263,000.	233,000.	496,000.	
1927-28	293,000.	383,000.	676,000.	
1928-29	348,000.	233,000.	581,000.	
1929-30	378,000.	233,000.	611,000.	
1930-31	408,000.	233,000.	641,000.	
1931-32	438,000.	233,000.	671,000.	
1932-33	468,000.	40,000.	508,000.	
1933-34	468,000.	40,000.	508,000	
1934-35	468,000.	40,000	508,000.	

Building years

If the proposed building programme is carried out, in 1932-33 we would be educating 2573 children in residential schools, 1742 in day schools and 100 in a special technical institute, or a total of 4415. Earlier in this memorandum it was estimated that there are approximately 4500 physically fit Indian children in organised parts of the province.

Yours truly,

D. C. Scott

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Blue Jacket

Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 2)
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July 8, 1925.

Memorandum:

Dr. Scott.

INDIAN EDUCATION COSTS,
TREATIES 6 and 8

There are 10 residential and 17 day schools in Treaty 6. The total expenditure from Parliamentary Appropriation at these schools for the past fiscal year was: -

Residential Schools		$291,538.36
Day Schools		19,750.39
I estimate the expenditure in Treaty 6, for Tuition, Assistance, Inspection and Classroom Stationery at		6,320.00
making a total expenditure		$317,619.00

There are 11 residential schools and one day school in Treaty 8. The expenditure for 1924-25 was: -

Residential Schools	$ 61,028.94
Day Schools	300.00
Other expenses (estimated)	2,245.00
making a total expenditure in Treaty 8 of approximately	$ 63,574.00

Russell G. Harris

Supt. of Indian Education.

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MEMO

July 15, 1925.

Indian Education 1921-22 — 1924-25

Original for Minister

During the past four years definite efforts have been made to improve and expand the educational activity among the youth of our Indian wards. Larger appropriations have permitted the replacement of old buildings and equipment and the engagement of better qualified instructors. Departmental supervision of the academic and vocational training has been more thorough than heretofore; and further, in all parts of Canada except the far North, public and separate school inspectors or other qualified officers check the classroom activity in Indian schools. Better trained teachers are being engaged and more classroom, vocational and recreational equipment is being supplied in an effort to make the instruction more attractive.

In connection with the purely academic part of Indian education, arrangements have been completed for the active cooperation of the Provincial Departments of Education. In addition to the inspection mentioned above, in several provinces teachers of Indian schools now attend and participate in local teachers' institutes, conventions and demonstrations. Vocational training is being offered to pupils at Indian residential schools. During the past four years both the Department and the Churches have made a special effort to give better vocational training to pupils at ~~Indian residential schools.~~ Here boarding institutions In different parts of the Dominion different training to boys is given, so that they will become self-supporting members of their respective communities. Instructors have been asked to correlate classroom exercises with vocational training and home interests.

The health of Indian children, particularly those in residential schools, has been the subject for considerable thought and activity. A special effort is now being made in the matter of physical education and the Department has arranged for fairly comprehensive medical and dental supervision and treatment. Milk herds are being tested and the children's diet at these institutions carefully controlled. In the Prairie Provinces, travelling nurses visit Indian schools regularly to this end. We are now associated with the Canadian Junior Red Cross in the promotion of better health for Indian children.

The Department of Indian Affairs is closely associated with the four largest churches in Canada in the management of the majority of Indian schools. This is particularly true in the case of residential schools, which form a very important factor in the programme. During the past four years the churches interested have arranged more centralized control and this has resulted in a much closer cooperation with the Government - a cooperation which has been a constant source of much gratification and of much

- profit -

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profit to our wards. Better supervision has obtained because of this centralised control on the part of the churches; and their forces and those of the State combined to create steady progress.

The policy of the present administration is to care for capital expense at Indian schools whenever funds can be provided for the purpose. This releases the finances of the missionary societies for better food, clothing and instruction. During the past four years 7 old Indian residential schools and many day schools have been replaced by modern buildings adequate for the purpose of Indian education. Major alterations and additions have been made to 8 other boarding schools. Further, 4 new large institutions are in course of erection. At the present writing, 51 of these residential schools are lighted electrically, heated by one unit and are equipped with modern plumbing.

The graduate problem has lately been the subject for much thought. Many older Indian pupils of promise are being given an academic or vocational training in public schools and business colleges in competition with white children. The Department has stimulated and will continue to quicken an interest on the part of our field workers in the graduate who is desirous of establishing himself on a reserve. No effort will be spared to make young Indian men and women self-supporting and economically independent.

A few years ago the compulsory attendance at school of Indian children was placed on the Statute. The law has been enforced in many Indian communities. This action, with an awakened interest in education on the part of parents generally, has resulted in residential schools being filled to the limit of their capacity and an increased enrolment at day schools. For the fiscal year 1920-21 there was a total enrolment at all Indian schools of 12,558 with an average attendance of 8,723, a percentage of attendance of 69.47. In the past fiscal year there was a total enrolment of 14,222 and an average attendance of 9,879, a percentage of attendance of ~~71.6~~ 69.46. As the same number of residential schools (73) and a few less day schools (247) were in operation during 1924-25, the expansion in Indian educational work generally will be noted. Comparing the important figures - those showing average attendance - there is an increase over four years ago of 3,156, a percentage increase of ~~31.7~~ 13.25. Further, the residential school enrolment was 6,031. Compare this figure with 4,783 - the enrolment of four years earlier - and the increasing importance of this phase of the activity is apparent.

The affairs of the Eskimo people have lately been placed under the Department's jurisdiction, but the best course to pursue in the matter of their education has not yet been determined. In the past four years the Department has educated some 80 Eskimo children in Indian residential and day schools that were accessible to these people. It is not the present intention to establish boarding and other schools for Eskimos until the real need and the desirability of such action are evident.

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EXPENDITURE FOR YEAR 1924-25 ..... INDIAN EDUCATION VOTE.

	Day Schools.	Residential Schools.	Ex-Pupils.	Salaries and Travel.	Tuition.	Freight, Express etc.	Miscellaneous.	Total.
NOVA SCOTIA	$7264.65	-	-	-	$6849 23	-	$1112,94	$15226.82
PRINCE EDWARD ISLAND	886.38	-	-	-	230.31	-	30.11	746.80
NEW BRUNSWICK	19189.28	-	-	737.05	529.40	4.50.	1023.55	21483.78
QUEBEC	45504.06	-	-	9.00	3495.03	18.70	2678.10	51704.89
ONTARIO	41831.63	201005.16	5.18	388.18	3499.64	626.76	7389.84	254746.39
MANITOBA	37588.71	284567.93	101.75	223.00	85.69	1992.82	9385.12	333945.02
SASKATCHEWAN	27258.73	369183.65	2071.17	491.90	950.00	992.32	4608.46	405556.23
ALBERTA	5893.49	291428.06	256.18	-	-	887.47	5030.18	303495.38
BRITISH COLUMBIA	44092.84	366757.47	384.60	4434.60	738.40	366,00	5377.52	422151.43
NORTHWEST TERRITORIES	963.01	25330.73	-	-	-	255.16	309.74	26858.64
YUKON	1999.76	16556.72	-	-	-	83.05	53.95	18693.48
	$232072.54	$1554829.72	$2818.88	$6283.73	$16377.70	$5226.78	$36999.51	$1854608.86

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In addion to the above, certain bands of Indians, whose funds were sufficient to meet the expenditure, contributed the sum of $65,495.84 for school purposes. The Interest contributions were for current expenses, salaries of teachers, minor repairs and tuition grants. The expenditure from Capital was for the erection of a teacher's residence. For the fiscal year ended March 31, 1924, the amounts so contributed were as follows:

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Annual Report
1924-25

INDIAN EDUCATION.

Five years ago the Indian Act was amended to provide for the compulsory attendance at school of all physically fit Indian children from 7 to 15 years of age. The law has been enforced in certain Indian communities. This action, together with an awakened interest in education on the part of parents generally, has resulted in residential schools being filled to the limit of their capacity and an increased enrolment at day schools. A comparison of enrolment and attendance figures for the past five years shows a general expansion in Indian educational work.

During the fiscal year 1919-20, there was at the 247 day schools then in operation an enrolment of 7477 and an average attendance of 3516. The same number of day schools were in operation last year and there was an enrolment of 8191 and an average attendance of 4601. Five years ago, at 74 residential schools there was an enrolment of 4719 and an average attendance of 4133. Last year, at the 73 residential institutions which were in operation, there was an enrolment of 6031 and an average attendance of 5278.

In 1919-20 the total enrolment at all classes of Indian schools was 12,196 - last year it was 14,222, an increase of 2,026. The important figures, however, are those showing total average attendance: 1919-20, 7649; 1924-25, 9879: or an increase of 2230. The increasing importance of educational work among Indian children will be noted when it is pointed out that each day of the school year there were 2230 more pupils at their desks than five years ago. The percentage increase since 1919-20 in work actually done is 29.15, or an average increase per annum of 5.83%. The increase in average attendance is larger than in enrolment, the percentage of attendance in 1919-20 being 62.56 and in 1924-25, 69.46. In short, from year to year, not only are more Indian children attending school, but they are attending more regularly.

Further, Indian children throughout Canada are studying more advanced work than in the past. The total enrolment by standards is shown for the two fiscal years under review:

	Standards						
	I	II	III	IV	V	VI	Total
1919-20	5869	2162	2018	1258	618	271	12,196
1924-25	6251	2707	2250	1692	836	486	14,222

Five years ago 2147 pupils were enrolled in Grades IV, V and VI. Last year the number was 3014. High school subjects are offered in several residential schools and in a few day schools. Further, 125 Indian students were enrolled in high schools and colleges in Canada.

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There were 73 residential and 247 day schools in operation during the year - a total of 320 Indian schools. In addition, the Department assisted in the maintenance of 13 combined white and Indian schools. In Part 2 of this report will be found a tabular statement showing the location and indicating the enrolment in the case of each school. In addition to the 14,222 pupils shown in the tabular statement, there are 125 advanced students and some 50 Indian children who are attending public schools. A total of approximately 14,400 of the youth of our wards received a schooling last year.

Several of the churches are associated with the Department in Indian educational work and are engaged in the management of Indian day and residential schools, as follows:

Roman Catholic	...	39	Residential and	78	Day.
Church of England	...	20	" "	72	"
Methodist	...	7	" "	39	"
Presbyterian	...	7	" "	8	"
Salvation Army	.....			1	"
Undenominational	.....			52	"

Last year 21 Church of England residential schools were shown. The decrease of one is accounted for by the amalgamation of the Alert Bay Girls' and Boys' Schools.

The Department of Indian Affairs and the churches interested have made special efforts during the year to give better vocational training to pupils at Indian residential schools. It is the aim to make graduates of these institutions self-supporting members of their respective communities. Instructors have been asked to correlate classroom exercises with vocational training and home interests. To this end more and better equipment for these schools is being provided from Parliamentary Appropriation.

The graduate problem has lately been ~~the subject of~~ ~~[illegible]~~. Many older Indian pupils of promise are being given an academic or vocational training in public schools and business colleges in competition with white children. The Department has stimulated and will continue to quicken an interest on the part of our field workers in the graduate who is desirous of establishing himself on a reserve. No effort will be spared to make young Indian men and women self-supporting and economically independent. Assistance is given to worthy ex-pupils who are starting out for themselves.

The health of Indian children, particularly those in residential schools, has been the subject for considerable thought and activity. A special effort is now being made in the matter of physical education and the Department has arranged for fairly comprehensive medical and dental supervision and treatment. Milk herds are being tested and the children's diet at these institutions carefully controlled. In the Prairie Provinces, travelling nurses visit Indian schools regularly to this end. We are now associated with the Canadian Junior Red Cross in the promotion of better health for Indian children.

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Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 2)
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The affairs of the Eskimo people have lately been placed under the Department's jurisdiction, but the best course to pursue in the matter of their education has not yet been determined. In the past four years the Department has educated some 80 Eskimo children in Indian residential and day schools that were accessible to these people.

During the year there was considerable building activity. New classrooms or teachers' residences were provided at certain successful Indian day schools. The old buildings at the Duck Lake Indian Residential School, Sask., and at the St. Paul's Institution, Alta., were replaced by modern structures adequate for the purposes of academic and vocational training. One wing of the new Kamloops Indian Residential School, B. C., was erected during the year. The reconstruction of the Onion Lake Indian Residential School, Sask., was commenced and additions were erected at the File Hills, (Sask.) and Cross Lake (Man.) boarding institutions. Educational facilities for the Indians of the Lac Seul area, in western Ontario, have been quite inadequate and a small residential school was erected during the year at McIntosh, on the main line of the C. N. R.

In many parts of Canada, the present younger generation of Indians is clamouring for an education. A special effort has been made, since 1918-19, the last year of the war, to improve the programme and expand the educational activity. Larger appropriations have been necessary and have been used for the replacement of old buildings and equipment and the engagement of better qualified instructors. Departmental supervision of the academic and vocational training has been more thorough than heretofore; and further, in all parts of Canada except the far North, public and separate school inspectors or other qualified officers check the classroom activity in Indian schools. Better trained teachers are being engaged and more classroom, vocational and recreational equipment is being supplied in an effort to make the instruction more attractive. The churches interested have arranged more centralized control and this has resulted in better supervision from their standpoint and closer cooperation with the Government.

The expenditure for Indian Education from Parliamentary Appropriation for the fiscal year ended March 31, 1925, amounted to $1,854,608.86, as follows:

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Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 2)
School Files

Indian Education.—During the year ended March 31, 1923, there were in operation a total of [illegible] Indian schools of which [illegible] were day schools, [illegible] residential and [illegible] combined public and Indian. [illegible]. The total enrolment for the year was [illegible] pupils, of whom [illegible] were boys and [illegible] were girls, being an increase of [illegible] over 1923. The enrolment was distributed among the day schools ([illegible], residential schools [illegible]) and combined [illegible]. The average attendance was [illegible] or an increase of [illegible] over the preceding year. In addition to the above there were about 130 Indian children being provided for and educated in public and private residential schools throughout the Dominion, some Indians attending high schools throughout the Dominion. The [illegible] schools in operation during the year were conducted under the following auspices: undenominational [illegible] day and [illegible] combined; Roman Catholic [illegible] day and [illegible] residential; Church of England [illegible] day and [illegible] residential; Methodist 39 day; Presbyterian 5 day and 7 residential; and the Salvation Army 1 day school. The expenditure on Indian Education from parliamentary appropriation for the fiscal year ended March 31, 1923, was [illegible]. In addition to this, various bands of Indians contributed [illegible] towards the payment of teachers' salaries, etc. (Superintendent, Russell T. Ferrier, M.A., Department of Indian Affairs.)

1387 242 [illegible] 73 4 6976 9188 8031 9 324 149 673 168 #87,915. 78 39 #1,943,486. 324 70 82 #9 9 21 and 6 Residential;

Note — Apparently Methodist Residential schools were omitted in the 1922-23 Publ. Please add the words "and 6 Residential.

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Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 2)
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1-1-1

DEPARTMENT OF
TRADE AND COMMERCE

CANADA

ADDRESS ALL
COMMUNICATIONS TO
R. H. COATS
DOMINION STATISTICIAN
OTTAWA

DOMINION BUREAU OF STATISTICS

Ottawa, August, 11th, 1.. F.

...ear Sir,

...ours very truly,

M. C. MacLean

...istant Chief of Education Statis...

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Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 2)
School Files

INDI
EDUCA.ION

During the year ended March 31, 1924, there were in operation a total of 324 Indian schools, of which 242 were day schools, 73 residential and 9 combined public and Indian. The total enrolment for the year was 13,872 pupils, of whom 6,896 were boys and 6,976 were girls, being an increase of 149 over 1923. The enrolment was distributed as follows:- Day Schools, 8,031; Residential Schools, 5,673; and Combined, 168. The average attendance was 9,188, or an increase of 82 over the preceding year. In addition, there were about 130 Indian children being given a secondary education in high schools and private institutions throughout the Dominion. The 324 Indian schools in operation during the year were conducted under the following auspices: Undenominational, 49 Day and 9 Combined; Roman Catholic, 78 Day and 39 Residential; Church of England, 70 Day and 21 Residential; Methodist, 39 Day and 6 Residential; Presbyterian, 5 Day and 7 Residential; and Salvation Army, 1 Day School. The expenditure for Indian Education from Parliamentary Appropriation for the fiscal year ended March 31, 1924, was $1,943,486. In addition to this, various bands of Indians contributed $87,915 towards the payment of teachers' salaries, etc. (Superintendent, Russell T. Ferrier, M. A., Department of Indian Affairs.)

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Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 2)
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Ottawa, August 13, 1925.

Dear Mr. MacLean:

I have your letter of yesterday's date and I have altered the clipping which you enclosed so as to show the figures for 1923-24.

Yours very truly,

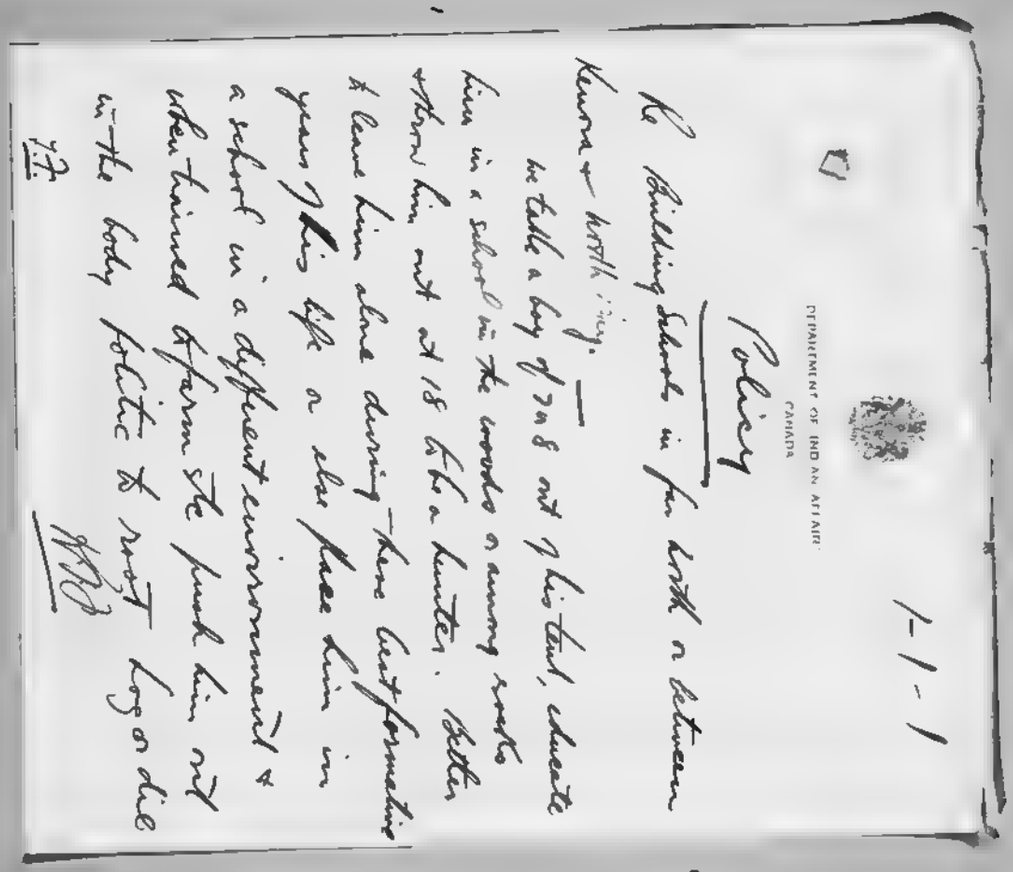
R.T. Ferrier

Russell T. Ferrier,
Supt. of Indian Education.

M. C. MacLean, Esq., M. A.,
Asst. Chief of Education Statistics,
Dominion Bureau of Statistics,
Ottawa, Ont.

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DEPARTMENT OF INDIAN AFFAIRS
CANADA

1-1-1

Policy

Re Building schools in Indian Reserves
Kenora — North Ontario. —

We take a boy of 7 or 8 out of his tent, educate him in a school in the woods a number years, then put him out in the world to fight his own battles. Is this life a similar one to that which we are trying to give him in our schools? Is it not a different environment & a school in a different surroundings & under trained teachers to prepare the pupil for the life he must lead in the body politic & not keep him as an Indian apart from his fellows?

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PAYMENTS OF GRATUITIES OR RETIRING ALLOWANCES TO INDIAN DAY SCHOOL TEACHERS.

... under O's Order not see under

DATE	SCHOOL	TEACHER	REASON	SERVICE	PAYMENT	FILE
1907-June	aniwaki	Annie O'Connor	Ill Health	11 Years	2 months salary	152316-3
1909-June	Oneida No. 3	Mrs. C.A.Wollick	" "	17 "	4 " "	7-7-1
1915-May	Soulais Bay	Annie Kehoe	" "	8 "	5 " "	13-4-1 & 3
1919-Jany.	Garden River C.E.	L. F. Hardyman	Old age	30 "	6 " "	13-2-1
1920-Dec.	Six Nations No. 5	John Lickers	Inefficiency	35 "	4 " "	32-5-1
1921-Mar.	Garden River R.C.	Jean McDermott	Ill health	13 "	3 " "	13-3-1
1921-July	Maria	Josephine Audet	" "	13 "	3 " "	17-1-1
1921-Dec.	Hillbrook	Jessie Scott	" "	20 "	6 " "	47-1-1
1925-Aug.	Oneida No. 2	Levi Doxtator	Inefficiency	17 "	4 " "	7-6-1
[illegible]	[illegible]	[illegible]	[illegible]	11 "	4 "	153-3-1 → 8-C
1925-Dec.	Rural Settlement	Agnes Fisher	Inefficiency	19 "	4 "	7-2-1

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Caldecott

PAYMENTS OF TWO MONTHS GRATUITIES PLUS ANNUITIES TO TEACHERS IN INDIAN DAY SCHOOLS

BY ORDER-IN-COUNCIL.

DATE	SCHOOL	TEACHER	REASON	SERVICE	FILE
1922- Aug.	Sidney Bay	Isabella McIvor	Age	44 Years	37559-2
1922- Dec.	St. Clair	Alice Mathews	"	22 "	29-1-1
1923- May	French Bay	T. J. Wallace	"	23 "	35779-3

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1-1-1

DEPARTMENT OF INDIAN AFFAIRS
CANADA

September 5th, 1925.

MEMO. FOR FILE.

I have made a study of payments that have been made to teachers of Indian day schools upon retirement. The Department has decided that, whereas they appear to be in the class known as 'temporary Civil Servants', they are not eligible for superannuation under the 1924 Act. (See file #129-18).

I have learned that in the past there have been payments of a gratuity or retiring allowance in the case of 9 teachers. (See list attached). The amounts of the payments varied from 2 to 6 months' salary. Vouchers were prepared showing that the payments were retiring allowances or gratuities. No authority was secured other than that of the Deputy Superintendent General, and on one or two occasions that of the Hon. the Minister. The Auditor General to my knowledge - and I have carefully examined the files - has never questioned these payments.

It was the Department's wish to give a gratuity in the case of the teacher of the Skwah Indian School, who suffered from ill-health during the last few months of his incumbency, and died during the summer months. Mr. Paget and Mr. MacKenzie are of the opinion that authority is necessary before any payment of more than 2 months' salary can be given. I 'phoned Mr. Douglas, of the Auditor General's Department, and he concurs in this opinion.

— // —

On at least three occasions (see list attached), teachers of Indian day schools, who have given long service, have been granted not only two months' gratuity but an annuity. Authority of His Excellency in Council was secured for each of these actions.

Russell P. Perrier
Supt. of Indian Education.

PUBLIC ARCHIVES
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CANADA

Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 2)
School Files

c/o Mr Isaac Education Service
4 Limerick Blk, Limerick Man

Canadian Pacific Railway
EN ROUTE

150-1

May 30

R

Dear Sir,

I have received Mr Simmons Training school Memorandum & was much interested in what I saw there. Would you therefore be kind as to supply me further information concerning
(a) How the Indians are dealt with by the Govt
(b) Regulations etc concerning

Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 2)
School Files

PUBLIC ARCHIVES
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CANADA

the reservation / [illegible]
Indian

[illegible]
[illegible]

[illegible]
[illegible]
[illegible]
[illegible]

Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 2)
School Files

PUBLIC ARCHIVES
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CANADA

1-1-1

Ottawa, September 2nd, 1925.

Madam:

I have your letter of the 30th ultimo, informing the Department that you have visited the Edmonton Indian Residential School, and asking for certain information concerning Canada's treatment of the Indian peoples and the regulations relating to the education of the children. I cannot do better than have directed to you a copy of our Indian Act and our latest Annual Report.

Relative to educational matters, please note the following sections in the Indian Act: 9, 10 and 11; 97, 98 and 194. If you examine the Report, you will find on Page 15 a general writing with reference to school activity for the fiscal year, on Pages 17 and 18 statements concerning the expenditure for this purpose, and on Page 82 a table showing the day, residential and combined schools attended by Indian children, the locality, denomination, enrolment, etc.

Your obedient servant,

R.T.F.

Russell T. Ferrier,
Supt. of Indian Education.

Miss Florence B. Low,
c/o Overseas Education League,
24 Creswick Walk,
London, N.W. 11,
ENGLAND.

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Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 2)
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1-1-1

Extract from report of Inspector J. T. Tomlinson on the Sturgeon Lake Indian Day School, dated September 14, 1925:- Original on 107-9-6

" ..... I made inquiries at this inspection as to the number of children who were attending boarding and day school, and was much surprised to know the large number of children who are being trained in this way.

A good deal of criticism is directed against Indian education because it is felt that Indian children go back to their native ways and ideals to so large an extent. I do not know to what extent the Indian adult keeps up his reading in English, but it would seem to be desirable to encourage him or her to read good books. I believe that a small circulating library of simple but wholesome books might be directed to valuable advantage by the local teacher."

This deserves special consideration

D.M.S.

PUBLIC ARCHIVES
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Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 2)
School Files

~~N.C.~~ Alonsa Man.
1-1-1
(Oct 1st 1915

R

Secretary
Dept of Indian Affairs
Ottawa. Can

Sir:-

I ... by return mail
... Book relating to the Indians
... of Canada.
... address of the Indian Commissioner
... the Indian Supt of Indian Education
... British Columbia Agency.
... would you offer any suggestions
... whom to write in regards obtaining
... position as school teacher in one of
... the British Columbia ... Indian Day Schools.

Thanking you for ... same

... respectfully ...

(Miss) Mary Gorman
Teacher
Ebb & Flow Reserve.
via Alonsa. Man.

PUBLIC ARCHIVES
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CANADA

Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 2)
School Files

1-1-1

Ottawa, October 16, 1925

Madam:-

Replying to your letter of the 1st inst., I beg to inform you that a copy of the last annual report of this Department is being mailed you under separate cover.

The name, and address of the Indian Commissioner is as follows W. M. Graham, Esq, Indian Commissioner, Regina, Sask.,

For the Province of British Columbia the Indian Commissioner is W. E. Ditchburn, Esq., P. O. Box 666, Victoria, B. C., The Inspector of Indian Schools for British Columbia is R. H. Cairns, Esq., Room 602, Holden Bldg, Vancouver B. C.

The representative of the Catholic Church in British Columbia who nominates teachers for the Indian Schools conducted under the auspices of that Church is: Very Rev. John Welch. O.M.I., 59, Blackwood st. New Westminster B. C.,

your obedient servant,

R. Wm T. Ferrier

(Russell T. Ferrier)
Supt. of Indian Education.

Miss Mary Gorman,
teacher,
Ebb & Flow Reserve
via Alonsa, Man.

PUBLIC ARCHIVES
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CANADA

Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 2)
School Files

1-1-1

26 Gloucester St.,
Toronto , Ont.
Nov.23,1925.

Mr.R.T.Ferrier,
Supt. of Indian Education,
Ottawa.

Dear Mr.Ferrier:

I am submitting an outline of the thesis on "The Education of the Indians of Canada".The Reports of the Department of Indian Affairs are the main source of material but some amount of information necessary for the completion of the thesis cannot be obtained from the Reports.The following is the outline:

Chapter 1: The Problem of Indian Education.
Chapter 2: Organization and Administration.
Chapter 3: The Cost of Education.
Chapter 4: School Buildings and Equipment.
Chapter 5: Courses of Study.
Chapter 6: The Teaching Corp.
Chapter 7: School Attendance.
Chapter 8: Classification,Progress,and Welfare of School Children.
Chapter 9: Measurements of Pupil Performance.
Chapter 10:Summary of Findings and Recommendations.

Asyou can see from this outline much of the material cannot be obtained from the Government Reports.I am therefore begging the assistance of Department.I shall only ask for information which may be in the possession of the Department.If the Department has not the information needed,no doubt there will be no objection to obtaining the material by means of letters,questionnaires,etc..

I have already collected considerable materialfrom the Reports but would like to know what material the Department has which is available and which is not contained in the Reports. I think the report blanks which are sent to the different schools to be filled in would provide this information.Will you please send me copies of the report forms.Is there a form for the day schools and another for the residential schools?

If you desire any further information about the thesis,I shall be glad to give it.

Yours sincerely,

Elmer Jamieson

PUBLIC ARCHIVES
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CANADA

Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 2)
School Files

Ottawa, Nov. 26, 1925.

Dear Sir:

I have your letter of the 23rd instant, with reference to the preparation of your thesis on "The Education of the Indians of Canada." Before answering your communication in detail, I beg to state it has occurred to me that a visit to the Department would be of considerable value to you in this connection. If you would inform me concerning a date, I would give you as much time and assistance as possible. The printed matter available could be examined, with a view to determining what would be needed for your purposes, and you could scan circular letters, returns, general files, etc., which would be of interest.

Infinitely more could be done in a day in Ottawa than in weeks of correspondence. What do you think of the suggestion? If it is impossible for you to visit the Department, then I will consider the subject matter of your letter and send you an answer in detail as well as any material that I think you will require.

Yours very truly,

Russell T. Ferrier,
Supt. of Indian Education.

Elmer Jamieson, Esq., M.A.,
86 Gloucester St.,
Toronto, Ont.

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CANADA

Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 2)
School Files

1-1-1

(Duplicate 7-2-1.

December 28, 1925.

Memorandum:

Dr. Scott.

Lyman W. Fisher was teacher at the Back Settlement Day School up to June 30th, last. He was replaced by a professionally qualified worker. Mr. Fisher has been employed by this Department continuously since January 1, 1906 - a period of 19½ years. His service might be characterised as faithful. He is now 45 years of age.

Mr. Fisher has applied for a gratuity and he wishes it applied on a Soldier Settlement loan of $1600 which he took over in 1922. He has made payments on this loan to the amount of $584.89. There was due and payable in November an instalment balance of $57.66 and when this is paid there will be a total owing of $1041.04.

I wish to recommend that a gratuity of $260, which is equivalent to four months' salary, be allowed. Precedent for such a payment is established by eight gratuities, equivalent to more than two months' salary, in the case of retiring teachers of Indian day schools since 1907 - which payments have not been questioned.

Supt. of Indian Education.

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Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 2)
School Files

1-1-1

INDIAN OFFICE

At Gleichen, Alt.

B.11. December 28th 19[illegible]

Dear Sir:-

Will you please forward to this office one copy of "The Educational Regulations for Indian Schools".

Your obedient servant,

Initial Agent.

The Secretary
Dept. of Indian Affairs,
OTTAWA - Ont.

PUBLIC ARCHIVES
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CANADA

Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 2)
School Files

1-1-1.

Ottawa, January 9, 1926.

Sir:

I have your B-11 of the 28th ultimo, requesting a copy of the Regulations relating to Indian Schools. In reply I have to inform you that, in the past, there have been two publications in this connection, viz.: Regulations relating to the Education of Indian Children - 1908; and Correspondence and Agreement relating to the Maintenance and Management of Indian Boarding Schools - 1912. These regulations are now out of date, and, while they are a guide, yet they are no longer used as reference. The only current printed regulations are those contained in Sections 9, 10 and 11A of the Indian Act. Sections 97, 98 and 194 also have reference to day school activity.

Any questions concerning the education of Indian children should be referred to the Department. There are several circular letters, which are in part or wholly in force at the present time and copies of those which relate to residential school activity are being enclosed for your file.

Your obedient servant,

Russell T. Ferrier,
Supt. of Indian Education.

G. H. Gooderham, Esq.,
Indian Agent,
Gleichen, Alta.

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Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 2)
School Files

1-1-1.

Ottawa, February 19, 1926.

Dear Sir:

Pursuant to my recent conversation with Dr. Roche and Mr. Putman, I have now to request that you will arrange for a general change in the Classification of "Teacher (Indian School)". It is extremely desirable that the compensation read "From $300 to $1200 for the academic year, the exact amount to be decided by the Department and the Civil Service Commission in each case."

I should be grateful if you would secure approval to adjust as from April first, last, the salaries of teachers of Indian day schools, who, during the year 1924-25 were in receipt of special bonus. It is desired to add the amount of bonus paid during the said year to their salaries for 1925-26.

R.A.J.:dcl

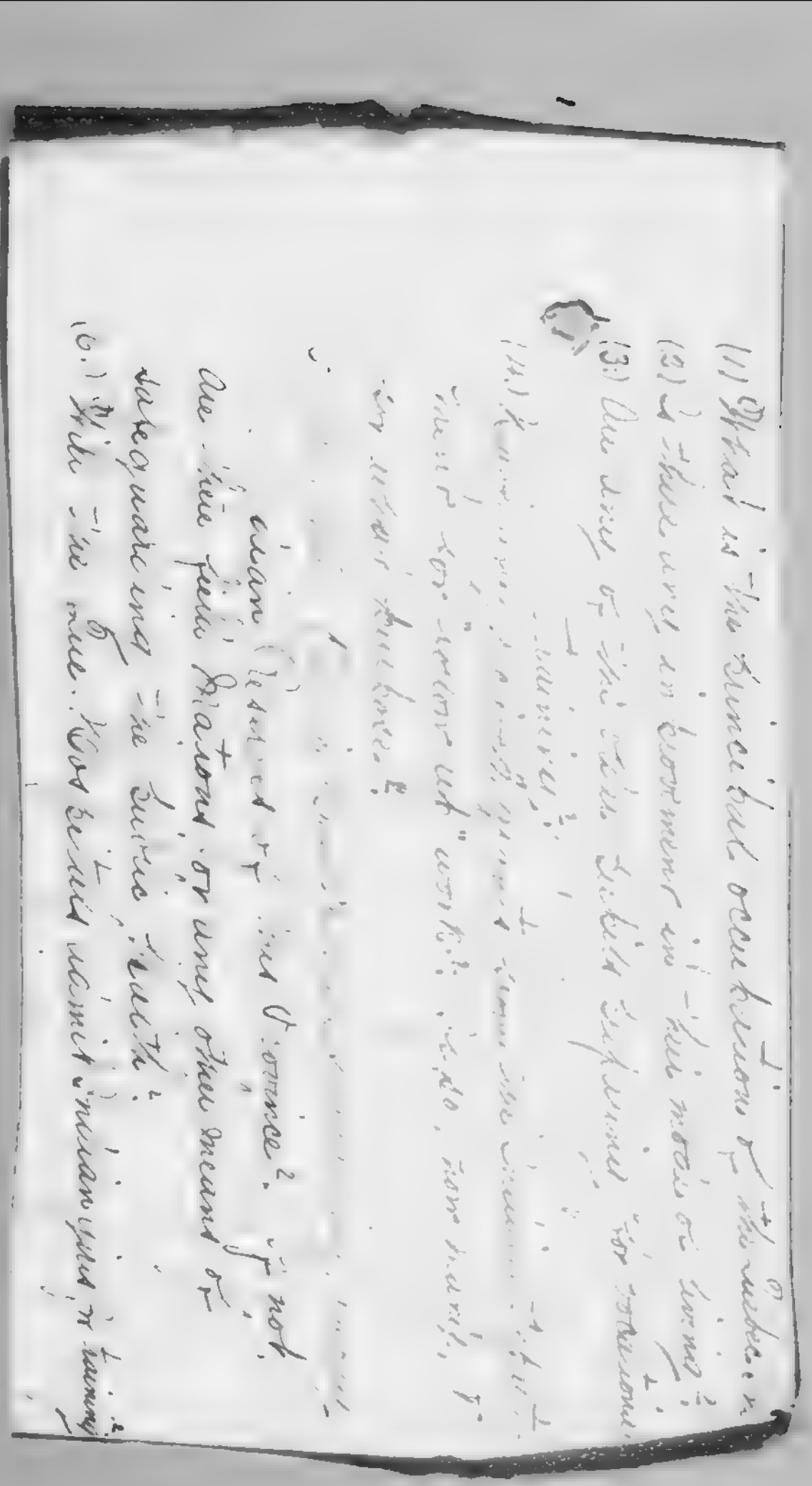
Yours very truly,

Deputy Superintendent General.

W. Foran, Esq.,
Secretary,
Civil Service Commission,
Ottawa, Ont.

Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 2)
School Files

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Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 2)
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Hon. Presidents
Mrs. (Rev.) J. G. Sanderson, Danville, Que.
Mrs. S. W. Foster, Knowlton, Que.
President
Mrs. Henry Wilson, Athelstan Que.
Hon. Vice-President
Mrs. John Ewing, Sherbrooke, Que.
Vice-President
Mrs. P. M. [illegible]
[illegible] St Antoine Road, Montreal
[illegible] Secretary
Mr. [illegible] Lachlan, Apt. 17.
[illegible] Mt. Stephen Ave. Westmount, Que.
Recording Secretary
Mrs. A. E. Sadler, Ormstown, Que.
Treasurer
Mrs. E. N. Ford, Sutton, Que
Y. Secretary
Mrs. J. B. Oliver, Magog, Que
L. T. L. Secretary
Mrs. N. W. Reese, Athelstan, Que

Quebec Provincial Woman's Christian Temperance Union

Athelstan, Que. 1926.

DEPT. OF INDIAN AFFAIRS
RECEIVED

Dr. D. C. Scott.

Dear Sir.

I received the letter from you re the Department of Indian Affairs. Just for our own information I would like to ask you a few questions, and if you can answer them, I would be very much obliged for the information. We desire to put up a short report. Thanking you in advance.

Yours truly,

Margaret M. Dixon.

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CANADA
Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 2)
School Files

1-1-1.

Ottawa, March 6, 1926.

Dear Madam:

I have your letter of the first instant, in which you ask certain questions concerning the Indians of the Province of Quebec. I note you will be able to secure some of the information from our annual report, which you have received. To answer your questions fully would require a rather comprehensive writing. If you would let me know the purpose of your letter, I might reply quite definitely. You understand, I am sure, that conditions in Indian communities are so different in various parts of Canada and in each province, that we have no general policy which is applied to all Indians alike.

Yours very truly,

Deputy Superintendent General.

Mrs. Henry Wilson,
President,
Quebec Provincial W. C. T. U.,
Athelstan, Que.

Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 2)
School Files

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CANADA

1-1-1

W. F. [illegible] SECRETARY

CIVIL SERVICE COMMISSION
CANADA

IN REPLY REFER TO FILE No. ..... OTTAWA. .....

R

Dunc[illegible], Esq.,
Deputy Superintendent General of Indian Affairs.
OTTAWA -Ontario

Dear Sir,-

By direction of the Commission, I am enclosing for your information a copy of a report in connection with the class "Teacher (Indian School)", as recommended by your Department.

This report was today forwarded to the Superintendent General for submission to Council if he concurs in the recommendation.

Yours very truly,

SECRETARY

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Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 2)
School Files

TO

HIS EXCELLENCY THE GOVERNOR GENERAL IN COUNCIL.

As provided in Sub-Section 1 of Section 45B of the Civil Service Act of 1918 as amended, the Civil Service Commission, on the recommendation of the Department of Indian Affairs, submits the following report for approval:

[redacted] (INDIAN SCHOOL)

The compensation for this class which is at present:

annual: $720 780 840 900 960 1020 1080
(during the portion of the year school is in session).

The school year varies from 18 weeks to 52 weeks; the usual year, however, is from 39 to 43 weeks. When the school year is less than six months, the starting salary shall be $70 a month.

is to be revised to read as follows:

The compensation for this class shall be from $600 to $1200 for the academic year, the amount in each case to be determined by the Department and the Civil Service Commission.

In addition to the stated annual salary which has been paid each Teacher (Indian School), the Department of Indian Affairs was authorized by Order in Council to pay a special bonus, and it is recommended that the Department of Indian Affairs be now authorized to include this special bonus as part of salary, effective from April 1st, 1925, as was done for the Lightkeeping Service as approved

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by Order in Council P.C. 2/718, dated May 6th, 1925.

Respectfully submitted,

SUPERINTENDENT GENERAL OF INDIAN AFFAIRS

COMMISSIONER

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CANADA

Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 2)
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1-1-1

March 10,1926.

Memorandum:

Honourable Charles Stewart.

The attached joint Memorandum to Council from the Civil Service Commission provides for the reclassification of our Indian Day School Teachers. This has the effect of absorbing the bonus, and the necessary amount was provided for in the appropriation for the current fiscal year. It is important that this Order should go through before the close of the year, and I would take it as a favour if it might be expedited.

Deputy Superintendent General.

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Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 2)
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Ottawa, March 10, 1926.

Dear Mr. Foran:

I have your letter of the 10th instant, enclosing a copy of a Memorandum to His Excellency the Governor General in Council, asking approval for a reclassification of the position "Teacher (Indian School)". I wish to thank you for your action in this connection.

Yours very truly,
Duncan C. Scott

Deputy Superintendent General.

Wm. Foran, Esq.,
Secretary,
Civil Service Commission,
Ottawa, Ont.

Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 2)
School Files

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1-1-1.

DEPARTMENT OF INDIAN AFFAIRS
CANADA

OFFICE OF THE
DEPUTY SUPERINTENDENT GENERAL
OTTAWA

Ottawa, March 6, 1926.

Dear Madam:

I have your letter of the first instant, in which you ask certain questions concerning the Indians of the Province of Quebec. I note you will be able to secure some of the information from our annual report, which you have received. To answer your questions fully would require a rather comprehensive writing. If you would let me know the purpose of your letter, I might reply quite definitely. You understand, I am sure, that conditions in Indian communities are so different in various parts of Canada and in each province, that we have no general policy which is applied to all Indians alike.

Yours very truly,

Duncan Scott

Deputy Superintendent General.

Mrs. Henry Wilson,
President,
Quebec Provincial W. C. T. U.,
Athelstan, Que.

PUBLIC ARCHIVES
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Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 2)
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1-1-1.

Ottawa, March 15, 1926.

Dear Madam:

I have your letter of the 9th instant, with further reference to your questions concerning Indians of the Province of Quebec. I understand now that you are interested only in those who are Protestant and these comprise but 4% of the Indians of the Province.

There are 7 or 8 Indian children of Protestant faith receiving assistance from this Department in connection with high school or vocational training. Five of these are studying at Macdonald College. At the present time, as far as I am aware, there are no Protestant Indian girls in training in Quebec hospitals.

With reference to safeguarding the health of our wards, I may say that medical officers are appointed for all Indians who are settled on reserves. At Caughnawaga we have a hospital for Indian sases. The Department has not found it necessary to provide field nurses for Quebec Indians.

Yours very truly,

Deputy Superintendent General.

Mrs. Henry Wilson,
President,
Quebec Provincial W. C. T. U.,
Athelstan, Que.

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DEPARTMENT OF INDIAN AFFAIRS
CANADA

DEPT. OF INDIAN AFFAIRS
MAR 23 1926
RECORDS

IN YOUR REPLY, REFER TO
No. 100-11
ALSO TO DATE OF THIS LETTER

ED

COMMISSIONER'S OFFICE.

REGINA, SASK., March 20th, 1926.

Sir:-

I enclose a letter received from Dan Kennedy, an Indian of the Assiniboine Reserve, with reference to the education of Indian children, and shall be glad to receive your comments thereon in order that I may reply fully to Dan Kennedy.

Your obedient servant,

W. M. Graham
Indian Commissioner.

The Secretary,
Dept. of Indian Affairs,
Ottawa, Ont.

PUBLIC ARCHIVES
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CANADA

Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 2)
School Files

Ottawa, March 29, 1926.

Sir:

I have your 100-11 of the 20th instant, enclosing a letter from Dan Kennedy, an Indian of the Assiniboine Reserve. I suggest that you inform this correspondent that the Department from time to time assists promising graduates of Indian schools with tuition grants when such assistance is recommended by both Church and Department representatives. We ask a pupil to prove the bona fide nature of his intentions and insist on supervision by some responsible party living at or near the Institution or Home where the pupil is studying the advanced course. The Department requires from time to time a report from the registrar or other official of the school selected, to the effect that the pupil is making progress and is capable of satisfactorily completing the course for which he is enrolled. Again, we insist that the recipient of a tuition grant be physically fit. Preference is given to students who wish to enroll for definite vocational training. You will understand that each individual case is decided on its own merits, and the appropriation for tuition is used only whenever there is reasonable promise of permanent helpfulness.

At the present time, there are but two graduates of Indian schools in Saskatchewan who are receiving grants for higher education. I speak of two girl graduates of our File Hills School, who are taking a teacher's course. Last year, two graduates of the Lac la Ronge Indian Residential School completed Second Class teacher's training - one securing professional qualifications as well.

With reference to the more advanced academic training at our own Indian schools, the Department authorizes and encourages principals and teachers to give the more

W. M. Graham, Esq.,
Indian Commissioner,
Regina, Sask.

- promising -

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promising pupils training up to and including the ninth grade, or the first year in high school. The old "Standard" divisions are still used in our quarterly forms and reports. The sixth standard is equivalent to the eighth grade, or Entrance work. I am now preparing a circular letter to all schools in Canada, with a view to changing the language of our forms and reports to conform with the modern division into grades. Because of this period of transition, I cannot definitely state the number of pupils in Indian schools in Saskatchewan who are studying the work of Entrance to High School. After a careful examination of the reports, I believe there are not more than forty in the Province who could be considered Entrance students.

Your obedient servant,

Russell T. Ferrier,
Supt. of Indian Education.

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Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 2)
School Files

KODAK SAFETY ▲ FI

Copy file

1-1

P. C. 124/442

Original on 339996-11.

Certified to be a true copy of a Minute of a Meeting of the Treasury Board, approved by His Excellency the Governor General in Council, on the 23rd March, 1926.

INDIAN AFFAIRS.

The Board had under consideration the following memorandum from the Civil Service Commission, submitted by the Honourable the Superintendent General of Indian Affairs:-

> "As provided in Sub-Section 1 of Section 45B of the Civil Service Act of 1918, as amended, the Civil Service Commission, on the recommendation of the Department of Indian Affairs, submits the following report for approval:
>
> TEACHER (INDIAN SCHOOL)
>
> The compensation for this class which is at present:
>
> Annual: $720 780 840 900 960 1020 1080 (during the portion of the year school is in session).
> The school year varies from 18 weeks to 52 weeks; the usual year, however, is from 39 to 43 weeks. When the school year is less than six months, the starting salary shall be $70 a month.

is to be revised to read as follows:

The compensation for this class shall be from $300 to $1200 for the academic year, the amount in each case to be determined by the Department and the Civil Service Commission.

. . . . . .

The Board concur in the above report and recommendation, and submit the same for favourable consideration.

(Sgd.) J. Lemaire.

Clerk of the Privy Council.

The Honourable
The Superintendent General of
Indian Affairs.

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Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 2)
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1-1-1

File Hills Indian Boarding School,
Balcarres, Sask.,
April 17, 1926.

Department of Indian Affairs,
Ottawa, Ontario.

Dear sirs:-

I would appreciate it if you would send me a map showing location of Indian Schools of the United Church in Canada.

Yours truly

Dorothy Clark.

PUBLIC ARCHIVES
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Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 2)
School Files

1-1-1.

Ottawa, April 22, 1926.

Madam:

I have your letter of the 17th instant, asking for a map showing the location of Indian schools conducted by the United Church in Canada. I regret that there are no maps of this kind for distribution. I am having directed to you, under separate cover, our latest Annual Report. If you will examine the Tabular Statements, you will find that the address is given for all Indian residential schools. The Indian reserve is named for all day schools and it is possible that you can get most of the information you wish. If there is any doubt about the location of any institution, I shall be glad to assist if you will give me a list of those you are unable to place.

Your obedient servant,

Russell T. Ferrier,
Supt. of Indian Education.

Miss Dorothy Clark,
File Hills Indian Residential School,
Balcarres,
Sask.

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DEPARTMENT OF
TRADE AND COMMERCE

CANADA

ADDRESS ALL
COMMUNICATIONS TO
R. H. COATS
DOMINION STATISTICIAN
OTTAWA

DOMINION BUREAU OF STATISTICS

Ottawa, ...

. . . . .

. . . . .

M C. MacLean

Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 2)
School Files

PUBLIC ARCHIVES
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CANADA

1-1-1.

Ottawa, April 23, 1926.

Dear Mr. MacLean:

I have your letter of the 20th instant and I have altered the clipping which you enclosed so as to show the figures for 1924-25.

Yours very truly,

Encl.

Russell T. Ferrier,
Supt. of Indian Education.

M. C. MacLean, Esq., M. A.,
Asst. Chief of Education Statistics,
Dominion Bureau of Statistics,
Ottawa, Ont.

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Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 2)
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Indian **EDUCATION**:

During the year ended March 31, 1925, there were in operation a total of 333 Indian schools, of which 247 were day schools, 73 residential and 13 combined public and Indian. The total enrolment for the year was 14,222 pupils, of whom 7,031 were boys and 7,191 were girls, being an increase of 350 over 1924. The enrolment was distributed as follows:- Day Schools, 7,997; Residential Schools, 6,031; and Combined, 194. The average attendance was 9879, or an increase of 691 over the preceding year. In addition, there were about 130 Indian children being given secondary education in high schools and private institutions throughout the Dominion. The 333 Indian schools in operation during the year were conducted under the following auspices: Undenominational, 52 Day and 13 Combined; Roman Catholic, 78 Day and 39 Residential; Church of England, 72 Day and 20 Residential; Methodist, 39 Day and 7 Residential; Presbyterian, 5 Day and 7 Residential; and Salvation Army, 1 Day School. The expenditure for Indian Education from Parliamentary Appropriation for the fiscal year ended March 31, 1925, was $1,854,609. In addition to this, various bands of Indians contributed $65,496 towards the payment of teachers' salaries, etc. (Superintendent, Russell T. Ferrier, M. A., Department of Indian Affairs.)

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Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 2)
School Files

1-1-1

73 Prince Arthur Avenue, Toronto, Ontario,
May 17th, 1926.

The Secretary,
Dept. of Indian Education,
Ottawa,

Dear Sir:-

I am informed that your Department may be able to send me printed information regarding residential schools for Indians in Canada, and I shall be much obliged if you can do so.

I have received documents from the Anthropological Dept on Indian myths and legends, and Annual Report from the Department of Indian Affairs, the Census; but I require in addition data on the residential schools; though what I have had already is of much interest and value.

Yours truly,

Mary E. Sautter (Miss)

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1-1-1

Ottawa, May 22nd, 1926.

Madam:

I have your letter of the 17th instant, requesting to be supplied with printed information regarding Indian residential schools.

In reply I beg to inform you that the only printed information we have regarding these schools is contained in the annual report of this Department. I would refer you to Page 11, and Pages 13 to 16, inclusive, of Part 1, and Pages 60 to 67, inclusive, of Part 2 of the annual report for the year ended March 31st, 1925, for information relative to residential schools.

Your obedient servant,

Russell T. Ferrier,
Supt. of Indian Education.

Miss Mary B. Sanford,
73 Prince Arthur Ave.,
Toronto, Ont.

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Rev. K. E. A. Nowack

Govt. School at Omaruru
Southwest Africa Prot.
via Capetown, So Africa
16th May 1926

DEPT. OF INDIAN AFFAIRS
JUN 24 1926

Department of Indian Affairs
Ottawa

I should feel highly obliged to the Department for kindly furnishing me with a copy of any Annual Report on the development and present status of the Educational situation among the Indians, for our library.

I take sincere interest in such a Report, as I am about studying carefully the Educational situation among the aborigines of Canada. The slightest assistance the Department would be kind enough to give me along this line, will be most thankfully appreciated.

Believe me, with good wishes for every success in your noble work,

very faithfully yours,
Kurt E. A. Nowack

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315, 6th Street,
New Westminster,
B.C.

21st June 1926

Dear Sir:-

Will you be good enough to forward me any or all literature which you may have on the subject of Indian Education, and much oblige

Yours faithfully
Mrs. W. R. Lowe.

K. T. Ferrier, Esq
Supt. of Indian Affairs.
Interior Dept.
Ottawa.
Ontario.

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Ottawa, June 26, 1926.

Sir:

I have your letter of the 21st instant, with reference to literature concerning Indian education. I regret that there is nothing of this kind published with the exception of our Annual Report. If there are any specific questions you wish to raise, I shall be glad to be of any help possible. I am directing to you, under separate cover, a copy of the 1924-25 report and would refer you to pages 13 to 16 and 52 to 67.

Your obedient servant,

J. D. McLEAN

J. D. McLean,
Asst. Deputy & Secretary.

W. R. Lowe, Esq.,
315 Sixth St.,
New Westminster,
B. C.

1924-25 Report Sent 28/6/26

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Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 2)
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1. Mark Browning 2 letters
2.

Ottawa, June 26, 1926.

Reverend Sir:

I have your letter of the 16th ultimo, asking for reports concerning the education of the Indians of Canada. I note that these are required for the library of the Government School at Omaruru.

I am directing to you, under separate cover, our Annual Reports for the fiscal years ~~1922-23~~ and 1924-25. I wish to refer you to pages 15 and 82 of the '22-23 report and pages 13 and 52 of the '24-25 statement. I regret that there is no comprehensive writing on the subject of Indian education available for distribution. If there are any specific questions concerning which you wish enlightenment, I shall be pleased to assist in any way I can.

2 reports also under separate cover

Your obedient servant,

J. D. McLEAN (Org)

J. D. McLean,
Asst. Deputy & Secretary.

Rev. Kurt E. A. Nowack,
Government School,
Omaruru,
Southwest Africa Prot.,
via Capetown,
S. Africa.

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1-1-1

Natural Res.

INDIAN SCHOOLS IN CANADA.

While the responsibility for the education of Canada's youth ~~is in~~ the provinces, there is an interesting people that looks to the Dominion Government for the establishment and maintenance of its schools. The training of Indian children is one of the important activities of the Department of Indian Affairs. There are nearly 15,000 Indian boys and girls enrolled in the 344 Indian schools under the direction of the Department. A three-fold training is the aim - the inculcation of good habits, ~~and~~ an elementary academic education, and vocational instruction to fit the graduate for his or her later life.

The schools which the Department supervises and the number of children in each kind of school are as follows:-

		Enrolment
254	Day Schools	8,242
74	Residential Schools	6,327
16	Combined Schools	213
	Total enrolment	14,782

The names "day" and "residential" sufficiently differentiate these two classes of schools. A combined school is one which both Indian and white children attend and is found in districts too sparsely settled to support two schools. The Department of Indian Affairs in such cases cooperates with the local school board in the upkeep of the school. Average attendance in day and combined schools is about 60 per cent of enrolment and in residential schools 90 per cent.

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The residential schools are directly managed by the church and are under constant inspection by the Department. The financial assistance given by the state is a per capita payment voted by Parliament. This revenue is augmented by contributions from church funds whenever necessary. The co-operation of the churches in the management of these institutions is shown by the following table:-

Roman Catholic	40	Residential Schools:	Enrolment 3,514
Church of England	20	" " :	" 1,448
Methodist	7	" " :	" 794
Presbyterian	7	" " :	" 571
Total	74	Residential Schools:	Enrolment 6,327

(As the figures are for the fiscal year ended March 31st,1926, they are not effected by Church Union.)

Further analysis shows the following:-

	Day Schools				Residential Schools				
P.E.I.	1	with	26	pupils	-				26
N.S.	13	with	318	pupils	-				318
N.B.	10	with	274	pupils	-				274
Quebec	35	with	1598	pupils	-				1598
Ontario	82	with	2736	pupils	-	12 with	1094	pupils -	3830
Manitoba	46	with	1239	pupils	-	10 with	1024	pupils -	2263
Saskatchewan	25	with	602	pupils	-	12 with	1290	pupils -	1892
Alberta	4	with	103	pupils	-	19 with	1180	pupils -	1283
N.W.T.	5	with	87	pupils	-	3 with	167	pupils -	254
B.C.	44	with	1346	pupils	-	16 with	1506	pupils -	2852
Yukon	5	with	126	pupils	-	2 with	66	pupils -	192
Totals	270		8455		- 74		6327		- 14,782

Indian life is so diversified that one cannot indulge in generalities. Statements concerning Indians in one part of Canada are not applicable to Indians in other sections, therefore, the educational problem is most varied. A course of studies suitable for Indian children on reserves near Brantford and London has few points of contact with the thoughts and needs of the hunting and fishing groups north of the main line of the Canadian National Railway. A school suited to the requirements of the Manitoulin Island Indians is only partly efficient if

placed.....

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placed at the Lake of the Woods. Similarly in other provinces, the Department's educational programme must be prepared with a view to the particular needs of the various Indian groups.

The comparison is often made and theories advanced, that day schools are more valuable than residential schools for Indian children. It is quite true that in some localities they are very efficient and excellent results are being obtained. However, the training given at a residential school is of such an all-round nature that the graduate is a better Indian than the day school product. His or her activity has been thoughtfully supervised for twenty-four hours of the day. Ordered habits and respect for the interest of others are learned. The day school cannot compete with the boarding institute in the organization and supervision of the Indian child's play activities. The churches and the Department are placing more and more emphasis on systematic vocational instruction which, of course, is possible only in residential schools.

(Prepared under the direction of Dr. Duncan C. Scott, Deputy Superintendent General of Indian Affairs by Mr. Russell T. Ferrier, Superintendent of Indian Education.)

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1473:3

October 25, 1926.

Memorandum: Refused certificate rights

Mr. MacKenzie.

Referring to your memorandum hereunder, I wish to suggest that the following be substituted for the earlier instructions to agents concerning education:

EDUCATION.

27. Educational advantages are provided for Indian children in day and residential schools. The annual report of the Department shows the number and locality of these institutions by agencies. Agents should give careful attention to the administration of the schools and should bend every energy to increasing their efficiency. Department representatives should familiarize themselves with Sections 9 to 11 of the Indian Act, which relate to the education of Indian children.

28. Agents should report monthly on the work of each day school, using the form provided for the purpose. There will be found on the cover of classroom registers detailed instructions to teachers concerning the routine of the day school. The attention of agents is also drawn to the printed matter on the quarterly return form of this type of school. Agents should give special consideration to the matter of regular attendance of pupils. Truancy and lack of interest has, in the past, seriously militated against the success of day schools on Indian reserves.

29. Residential schools should be visited as often as is necessary in the conduct of Department business. Agents are asked to make a careful study of the conditions at each institution and to report from time to time concerning the activity generally. Please read the printed instructions on the quarterly return form for residential schools. Your special attention is drawn to circular of November 9, 1914, concerning recruiting pupils for the residential schools. This activity and the return of delinquents is an important feature of the duties of Indian agents. Circulars dated November 9, 1922, and February 23, 1925, have reference to applicants for admission to Indian residential schools and agents are asked to make a careful study of these writings. Circular dated May 20, 1925, concerning the annual leave is also drawn to the attention of agents.

30. The Department assists deserving ex-pupils of Indian schools whenever there is assurance that such assistance will be of permanent value. Grants are given for more advanced academic or vocational training and material assistance is granted to young couples who are establishing a home. Whenever an agent believes that a tuition grant or assistance should be allowed, he should correspond with the Department, giving full details. Agents, by advice and supervision, should assist young Indians to become economically independent.

31. The Department urges its field officers to make suggestions for improving any phase of the educational programme.

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INDIAN EDUCATION.

A special effort was made during the year to secure efficiency in both day and residential schools for Indian children. Many fully qualified teachers and instructors were engaged and much equipment was purchased with a view to better training for the younger generation of the Department's wards. Parliamentary Appropriation for the fiscal year ended March 31, 1926, was $1,918,000 - nearly as large as the 1923-24 record Vote for Indian Education.

Residential school activity was particularly encouraging. The four Canadian churches, that are associated with us in the conduct of these institutions, have all adopted a measure of centralized control which, of course, makes for efficiency. This type of school offers both academic and vocational instruction; and the aim is to graduate Indian boys and girls so equipped that they will go to their respective communities prepared for lives of general usefulness. 6327 pupils were enrolled at residential schools during the year. Compare this with 4783, the number maintained and trained in 1920-21, and the increasing importance of this part of the Department's educational programme is apparent. The average attendance at these institutions for the year was 89.42% of the enrolment. 5658 of the youth of our wards daily received academic instruction and vocational training while living in homes managed by Christian workers.

The cooperation of the churches in the management of these residential schools is shown by the following table:-

Roman Catholic	40	Residential	Schools:	Enrolment	3,514
Church of England	20	"	" :	"	1,448
Methodist	7	"	" :	"	794
Presbyterian	7	"	" :	"	571
Total	74	Residential	Schools:	Enrolment	6,327

(As the figures are for the fiscal year ended March 31st, 1926, they do not take into account a recent church union.)

The residential school enrolment by provinces for the fiscal year was as follows:-

Ontario	12	institutions with	1094	pupils
Manitoba	10	"	1024	"
Sask.	12	"	1290	"
Alta.	19	"	1180	"
N.W.T.	3	"	167	"
B. C.	16	"	1606	"
Yukon	2	"	66	"
Total -	74	institutions with	6327	pupils.

254 Indian Day Schools and 16 Combined Schools were in operation during the year. The Indian day schools are situated on reserves and are solely for Indian children. The combined schools are managed and financed jointly by the Department of Indian Affairs and local school boards and they are attended by both Indian and white pupils. The day schools were attended by 8455 Indian children during the fiscal year 1925-26. This phase of the Department's educational work is becoming more important from year to year as better qualified teachers are being engaged. Field matrons and travelling

- nurses -

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Nurses have special duties among day school pupils and classroom activity is being made more attractive. The average attendance was 58.42% of the enrolment.

The day school enrolment by provinces for the fiscal year was as follows: -

P.E.I.	1	day school	with	26	pupils.	
N. S.	13	"	"	"	318	" .
N. B.	10	"	"	"	274	" .
Quebec	35	"	"	"	1598	" .
Ontario	82	"	"	"	2736	" .
Manitoba	46	"	"	"	1239	" .
Sask.	25	"	"	"	602	" .
Alta.	4	"	"	"	103	" .
N.W.T.	5	"	"	"	87	" .
B. C.	44	"	"	"	1346	" .
Yukon	5	"	"	"	126	" .
Total	270	day schools	with	8455	pupils.	

The solution of the attendance problem at day schools is most difficult, but progress has been made. The following table shows the enrolment and average attendance at both types of schools for the past eleven fiscal years. The general percentage of attendance has reached a new high level and is indicative of an awakening interest in education on the part of Indian communities. The numbers of the two types of schools are not given, as they vary but little from year to year. Ten years ago there were two more residential institutions and one less day school than in 1925-26.

Fiscal Year	RESIDENTIAL SCHOOLS		DAY SCHOOLS		TOTAL		
	Enrolment	Average Attendance	Enrolment	Average Attendance	Enrolment	Average Attendance	Percentage of Attendance
	#	#	#	#	#	#	%
1915-16	4661	4029	8138	4051	12799	8080	63.13
1916-17	4520	4149	7658	4136	12178	8285	68.03
1917-18	4692	4081	7721	3797	12413	7878	63.46
1918-19	4640	4014	7312	3587	11952	7601	63.59
1919-20	4719	4133	7477	3516	12196	7649	62.71
1920-21	4783	4143	7775	3931	12558	8074	64.29
1921-22	5031	4360	7990	4308	13021	8668	66.56
1922-23	5347	4695	8376	4411	13723	9106	66.36
1923-24	5673	4856	8199	4332	13872	9188	66.23
1924-25	6031	5278	8191	4601	14222	9879	69.46
1925-26	6327	5658	8455	4940	14782	10598	71.69

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Indian schools adopt the course of studies for the province in which they are situate. Emphasis is placed on the subjects of language, reading, domestic science, manual training, agriculture and physical training. Frequent inspections by officers of the Department are supplemented by academic examinations by public and separate school inspectors.

The Department continued to give considerable attention to the health of Indian children, particularly those in residential schools. Last year there was a comprehensive medical inspection and a special effort in the matter of physical education. Milk herds at residential schools were tested and the children's diet carefully supervised. Field matrons, travelling nurses and Red Cross workers have been given opportunity to make arrangements for the promotion of better health among Indian school children.

Continuation and high school work is now being taught at several of the day and residential schools. The more advanced pupils in those residential schools that are situate close to municipal collegiates are benefitting by secondary training in competition with white children. Then, there are 120 Indian students, not shown in the tabular statements, attending public schools, high schools and colleges in Canada. In the case of most of these, the Department assists with a grant from Parliamentary Appropriation. In this connection, $19,386.38 was expended during the past year. The policy is to make grants to the most promising graduates of Indian residential and day schools. If Church and Department representatives consider a graduate worthy, the Department provides a grant when the bona fide intention of the pupil is evident and provided proper supervision can be secured for the period of advanced study. These tuition grants are continued only when satisfactory reports are received. The practice of assisting ex-pupils of residential schools to start farming and house-keeping has been continued. Grants for stock, implements, building and household equipment have been made to some promising graduates. $4,386.40 was the expenditure from Indian Education for this assistance during the year.

Compared with the previous year, there was an increase of one residential school and 10 day schools. A new residential school near McIntosh, Ont., was completed and opened for the admission of pupils. The additional day schools were established or re-opened on reserves where this type of activity gave promise of success. Other important building operations were the commencing of residential school buildings near Sioux Lookout, Ont., Sturgeon Landing, Sask., and Morley, Alta.: the completion of the new buildings at the Duck Lake Indian Residential School, in Saskatchewan: a further wing for the Kamloops, B. C., Institution and the replacement of the buildings at Indian residential schools near Onion Lake, Sask., and Cardston, Alta.

The expenditure for Indian Education from Parliamentary Appropriation for the fiscal year ended March 31, 1926, amounted to $1,918,441.53, as follows:

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EXPENDITURE FOR YEAR 1925-26 ..... INDIAN EDUCATION VOTE.

	Day Schools	Residential Schools	Ex-Pupils	Special Salaries	Tuition	Freight, Express etc.	Stationery	Miscellaneous	Total
NOVA SCOTIA	$9989.75	-	-	-	$8775.20	.65	$368.51	-	$19134.11
PRINCE EDWARD ISLAND	690.44	-	-	-	466.00	-	25.23	-	1181.67
NEW BRUNSWICK	15071.27	-	-	877.98	905.63	1.10	492.04	-	17348.02
QUEBEC	62334.44	-	-	-	3451.15	3.65	2314.81	-	68104.05
ONTARIO	52828.10	231682.14	-	390.15	4917.75	142.86	7470.93	857.99	298289.92
MANITOBA	58987.21	185031.97	398.40	226.55	87.11	1566.39	3779.08	6644.27	256720.98
SASKATCHEWAN	40658.40	404314.83	3494.61	-	414.94	855.37	4228.63	232.51	454199.29
ALBERTA	6277.83	362668.37	197.50	-	-	579.19	4413.62	500.00	374636.51
BRITISH COLUMBIA	58915.90	310443.00	295.89	4426.60	368.60	384.36	5988.04	107.70	380930.09
NORTHWEST TERRITORIES	1162.90	29085.92	-	-	-	165.55	550.90	-	30965.27
YUKON	2888.25	13825.98	-	-	-	46.91	170.48	-	16931.62
	309804.49	1537052.21	4386.40	5921.28	19386.38	3746.03	29802.27	8342.47	1918441.53

In addition to the above, certain bands of Indians, whose funds were sufficient to meet the expenditure, contributed the sum of $66,901.56 for school purposes. The interest contributions were for current expenses, salaries of teachers, minor repairs and tuition grants. The expenditure from Capital was for major repairs to day school buildings on the Six Nations Reserve. For the fiscal year ended March 31, 1926, the amounts so contributed were as follows:-

		Capital	Interest
1.	Batchewana Band	.....	$ 2,578.47
2.	Chippewas of Beausoleil	.....	715.40
3.	" " Nawash	.....	2,890.49
4.	" " Rama	.....	826.96
5.	" " Sarnia	.....	889.74
6.	" " Saugeen	.....	2,718.29
7.	" " Snake Island	.....	384.82
8.	" " Thames	.....	880.02
9.	" " Walpole Island	.....	157.50
12.	Garden River Band	.....	2,163.38
13.	Henvey Inlet	.....	763.48
14.	Lake Nipissing	.....	1,341.25
15.	Manitoulin Island (Unceded)	.....	1,454.42
17.	Mississaugas of Alnwick	.....	1,050.85
18.	" " New Credit	.....	1,112.82
19.	" " Rice Lake	.....	312.00
20.	" " Mud Lake	.....	403.43
22.	Mohawks of Bay of Quinte	.....	3,186.75
23.	Moravians of Thames	.....	1,179.28
30.	Parry Island Band	.....	689.15
32.	Serpent River Band	.....	695.00
33.	Six Nations of Grand River	$10,905.50	21,091.50
34.	Shawanaga Band	.....	702.85
50.	River Desert Band	.....	605.00
68.	Tobique Band	.....	63.75
79.	Chippewas of Kettle & Stony Point	.....	946.69
82.	Whitefish Lake Band	.....	1,129.99
123.	Gibson Band	.....	261.28
137.	Bersimis Band	.....	157.00
182.	Dokis Band	.....	351.50
246.	Sheguiandah	.....	561.45
247.	Sheshegwaning	.....	1,460.25
249.	Sucker Creek	.....	892.00
251.	West Bay Band	.....	1,378.05
369.	Seabird Island Band	.....	11.25
	Total: ...	$10,905.50	$55,996.06

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COPY

Original on 34-101.

January 18, 1927.

Memorandum:

Dr. Scott.

In the past, assistance to ex-pupils and other young Indians who are either starting out for themselves or establishing a home has been considered by either the Accountant or the Schools Branch, or by both. When assistance has been granted, the funds used were Indian Education in some cases; and in others, other votes or funds administered by the Accountant. I believe it advisable to have a definite ruling concerning what funds should be used for these purposes; and an assignment of the responsibility, under your direction, to the Branches in question.

I wish to recommend that the Assistance to Ex-pupils portion (at present $4,000) in the Appropriation for Indian Education be used for granting some little assistance or reward to satisfactory graduates of Indian residential schools - such assistance or reward to be of not more than $125 in value and to be given not more than three years after graduation. I also suggest that consideration of requests of this kind should be given by the Schools Branch. This would mean that the Accountant would be responsible for more comprehensive assistance, such as the establishment of a young man or couple on a farm or home, the cost of which would be met by other votes or funds.

Supt. of Indian Education.

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For ministers address Feb 62 R.F.T.

EDUCATION

The progress of the Indians is the result of supervision, and of educational efforts, which began in the older provinces shortly after 1830, when the first boarding schools were established, and which have since developed until the Department now conducts 253 day schools, with an enrolment of over 8,000 pupils, and 76 residential schools, with an enrolment of 6,300 pupils. The cost is met from parliamentary appropriation, which last year amounted to $1,918,000.00, and from funds of the Indians themselves, which are annually used to the extent of approximately $60,000.00. The unique feature of our educational system is the co-operation with the three leading religious denominations, the Roman Catholic, the Anglican, and the United Church. They contribute towards the cost to the extent of about twenty per cent of the total. At the residential schools the Indian boys and girls are taught domestic work and instructed in farming and in the care of stock, and ex-pupils are encouraged by loans and direction by local Farming Instructors to settle and make homes on the reserve.

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Indian schools are not controlled or assisted by provincial departments of education.

The Indians' capacity for intellectual development compares favourably with that of Whites. Our wards who have attended high schools and colleges have in many cases led their classes and are now making good in professional life. Two years ago, an Indian boy was gold medalist at Upper Canada College. In the main, however, vocational training, followed by supervision on the reserves, is the more important factor in the educational programme. At the residential schools, Indian boys are trained in farming and the care of stock and girls are given domestic instruction. Grants and loans encourage ex-pupils to establish themselves on reserves, where farming instructors direct their efforts.

The results of industrial education and supervision of graduates on reserves are encouraging. In four provinces, where the young Indian farmers have been trained in residential schools, the grain and root crop last year was over two million bushels. This indicates that our Indians are becoming successful farmers.

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MS. E.D. 221

DEPARTMENT OF THE INTERIOR
CANADA

OFFICE OF THE SECRETARY.

FEB 23 1927

OTTAWA, 21st February, 1927.

[illegible]

It may interest you to know that in addition to the publicity it previously received, both in Canada and abroad, your article on Indian Education, which appeared in the September, 1926, issue of "Natural Resources, Canada", has just appeared very nicely set up as the only article on a page of the February, 1927, issue of the "Canadian Home Journal". This means that Indian educational work is being kept before the public. We are ready for another article whenever you can let us have one.

Our own circulation now is 31,350 English, and 10,650 French.

James Lawler,
Departmental Editor.

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CANADA

Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 2)
School Files

1-1-1

"In the Name of Our God We Will Set Up Our Banners"

OFFICERS, 1926-26

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Olds, Alberta
MRS. NELLIE McCLUNG
1501 Seventh St. W.,
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[illegible]nolm

Vice-President
MRS. WM. WHITE
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Corresponding Secretary
MRS. T. T. McARTHUR
412 Seventh St., Medicine Hat

Alberta Provincial
Woman's Christian Temperance Union

OFFICERS, 1926-26

Recording Secretary
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"Y" Secretary
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1225 Third Ave. A., Lethbridge

L. T. L. Secretary
MRS. R. S. MARTIN
7818 104th St., Edmonton

CORRESPONDING SECRETARY
MRS. T. T. McARTHUR

412 7th Street
Medicine Hat, Alta., February 1[illegible], 1927.

[illegible] 28 1927

Minister of Department of Indian Affairs,
Ottawa.

Dear Sir:

I have been instructed by the executive of the above organization to write you requesting a list of the Indian schools in this Province and their location, also the church under which they are operating. Our organization has a beautiful set of charts and lessons which they are desirous of presenting for use in these schools.

If you can supply us with this information it will be very much appreciated.

Sincerely yours,

(Mrs.) [illegible] McArthur

Corresponding Secretary.

[illegible]

Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 2)
School Files

PUBLIC ARCHIVES
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KODAK SAFETY ▲ FILM

INDIAN RESIDENTIAL SCHOOLS IN ALBERTA

School	Principal	Denomination.	P.O. Address
Blood	Rev. E. Ruaux, O.M.I.	R.C.	Cardston
Blue Quills	Rev. V. Gabillon, O.M.I.	R.C.	Sacred Heart
Crowfoot	Rev. J. Riou, O.M.I.	R.C.	Cluny
Ermineskins	Rev. P.P. Moulin, O.M.I.	R.C.	Hobbema
Edmonton	Rev. J.F. Woodsworth	United	Edmonton
Holy Angels	Sr. M.Z. Dufault	R.C.	Fort Chipewyan
Lesser Slave Lake	Rev. W.J. Kent	C. of E.	Grouard
Old Sun's	Rev. F.M. Ross Gibney	C. of E.	Gleichen
Sacred Heart	Rev. J.J. Levern, O.M.I.	R.C.	Brocket
Sturgeon Lake	Rev. R. Hautin, O.M.I.	R.C.	Calais
St. Albert	Rev. Sister Gonselin	R.C.	St. Albert
St. Bernard's	Rev. Y.M. Floch, O.M.I.	R.C.	Grouard
St. Bruno's	Rev. J.B.H. Giroux, O.M.I.	R.C.	Grouard
St. Cyprian	V. S. Lord, Esq.	C. of E.	Brocket
St. Paul's	Rev. Canon S. Middleton	C. of E.	Cardston
Vermilion	Rev. J. Letreste, O.M.I.	R.C.	Port Vermilion
Wabasca C.E.	Rev. F. Longmore	C. of E.	Wabasca
Wabasca R.C.	Rev. A. Rault, O.M.I.	R.C.	Wabasca
Whitefish Lake	Rev. C.D. White	R.C.	Grouard

INDIAN DAY SCHOOLS IN ALBERTA

School	Teacher	P. O. Address
Frog Lake	A. E. Peterson	Frog Lake
Long Lake	J. F. Dion	Gurneyville
Sarcee	Miss W. A. Timm	Calgary

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Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 2)
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Ottawa, February 25th, 1927.

Madam:-

I beg to acknowledge receipt of your letter of the 19th instant, in which you state that your organization has a set of charts and lessons which they desire to present to the Indian schools in the Province of Alberta. In reply, I beg to enclose a statement showing the location of our schools in Alberta, and to assure you that your kind offer is appreciated.

Your obedient servant,

Russell T. Ferrier.
Supt. of Indian Education.

Mrs. T.T. McArthur,
412 - 7th Street,
Medicine Hat, Alta.

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Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 2)
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(-1-(

20th February,1937

Fort-George,(via Cochrane),
James Bay,Ont.

To Mr. Scott,Head of the Indians Department,

Dear Sir,

Will you be so kind enough to have me send to my address "the Blue Book",concerning all about the Indians schools,and regulations and conditions about such schools etc.

You will oblige me greatly if you may send me about this question.

Believe me,your very truly,

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1-1-1.

Ottawa, March 26, 1927.

Reverend Sir:

I am directed to acknowledge your letter of the 20th ultimo and am pleased to inform you that, under separate cover, there is being directed to you a copy of our latest Annual Report. On page 16 will be found a statement concerning the educational activity generally and on page 56 will be found a list of the Indian schools of the various classes, showing the location, enrolment, etc. There are no printed regulations concerning school matters, other than the clauses in the Indian Act. If there are any questions in your mind, a further letter will receive the prompt attention of the Department.

Your obedient servant,

Russell T. Ferrier,
Supt. of Indian Education.

Rev. Edouard Meilleur, O.M.I.,
Port-Georges, via Cochrane,
James Bay, Ont.

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Corporation of the Township of Esquimalt
Board of School Trustees

(Esquimalt Public School)

DEPT OF INDIAN AFFAIRS
MAY 5 1927
CORR.

Principal:
H. L. Campbell.
Telephone: Office 314
Residence 3884X

~~*Office of the Principal,*~~
Esquimalt, B. C.

April 30. 1927

Department of Indian Affairs.
Ottawa.

I would like to procure for School work, articles relating to British Columbia Indians, especially those having pictures.

Alice MacKenzie
Lampson Street School
Esquimalt P. O.
British Columbia

Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 2)
School Files

PUBLIC ARCHIVES
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11

Ottawa, May 9th, 1927.

Madam:

I have your letter of the 30th ultimo, requesting to be supplied with articles relating to the Indians of British Columbia.

In reply I beg to say it is regretted that we have no publication other than the annual report of the Department for distribution. A copy of our last annual report is being sent you under separate cover.

Your obedient servant,

Russell T. Farrier,
Supt. of Indian Education.

Miss Alice Mackinnon,
Sampson Street School,
Esquimalt, V.I.,
B. C.

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1-1-1

Demorestville Ont,
May 24/27.

Indian Dept.
Ottawa
Ont.

Dear Sirs:

Are Any Indian children that do not live on the reserve, allowed to attend any school they like, or to attend school in the section they reside in?

Rush answer

Yours very truly.

(Miss) Cline Piper.

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Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 2)
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Ottawa, June 6, 1927.

Madam:

I have your letter of the 24th ultimo, with reference to the attendance of Indian children at white schools. As far as the Department of Indian Affairs is concerned, any children who do not live on reserves may attend any school they wish. They would, of course, have to make arrangements with the Board of Trustees or the Provincial Inspector.

Your obedient servant,

Russell T. Ferrier

Russell T. Ferrier,
Supt. of Indian Education.

R.T.F.

Miss Olive Piper,
Demorestville,
Ont.

Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 2)
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Indian Education.—During the year ended March 31, 1925, there were in operation a total of 333 Indian schools, of which 247 were day schools, 73 residential and 13 combined public and Indian. The total enrolment for the year was 14,222 pupils, of whom 7,031 were boys and 7,191 were girls, being an increase of 350 over 1924. The enrolment was distributed as follows:—Day Schools, 7,997; Residential Schools, 6,031; and Combined, 194. The average attendance was 9,879, or an increase of 691 over the preceding year. In addition, there were about 130 Indian children being given secondary education in high schools and private institutions throughout the Dominion. The 333 Indian schools in operation during the year were conducted under the following auspices: Undenominational, 52 Day and 13 Combined; Roman Catholic, 78 Day and 39 Residential; Church of England, 72 Day and 20 Residential; Methodist, 39 Day and 7 Residential; Presbyterian, 5 Day and 7 Residential; and Salvation Army, 1 Day School. The expenditure for Indian Education from Parliamentary Appropriation for the fiscal year ended March 31, 1925, was $1,854,009. In addition to this, various bands of Indians contributed $65,496 towards the payment of teachers' salaries, etc. (Superintendent, Russell T. Ferrier, M.A., Department of Indian Affairs.)

Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 2)
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DEPARTMENT OF
TRADE AND COMMERCE

CANA

ADDRESS ALL
COMMUNICATIONS TO
R. H. COATS
DOMINION STATISTICIAN
OTTAWA

DOMINION BUREAU OF STATISTICS

Ottawa, June 10th, 1927.

Dear Mr. Ferrier,-

Will you be so good as to bring the material of the enclosed clipping up to date (ie. to cover the year 1926).

Yours very truly,

M. L. MacLean

Chief of Education Statistics

Russell T. Ferrier, Esq.,
Superintendent,
Indian Education,
Dept. of Indian Affairs, Ottawa.

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Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 2)
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1-1-1

Ottawa, June 13th, 1927.

Dear Mr. MacLean:-

I have your letter of the 10th instant and I have altered the clipping which you enclosed so as to show the figures for 1925-26.

Yours very truly,

Russell T. Ferrier.

Russell T. Ferrier.
Supt. of Indian Education.

Encl.

M.C. MacLean, Esq., M.A.,
Chief of Education Statistics,
Dominion Bureau of Statistics,
O t t a w a.

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Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 2)
School Files

INDIAN EDUCATION:

During the year ended March 31, 1926, there were in operation a total of 344 Indian schools, of which 254 were day schools, 74 residential and 16 combined public and Indian. The total enrolment for the year was 14,782 pupils, of whom 7,318 were boys and 7,464 were girls, being an increase of 560 over 1925. The enrolment was distributed as follows:- Day Schools, 8,242; Residential Schools, 6,327; and Combined, 213. The average attendance was 10,598, or an increase of 719 over the preceding year. In addition, there were about 130 Indian children receiving secondary education in high schools and private institutions throughout the Dominion. The 74 Indian residential schools in operation were conducted under the following auspices: Roman Catholic, 40; Church of England, 20; Methodist, 7; and Presbyterian, 7. The expenditure for Indian Education from Parliamentary Appropriation for the fiscal year ended March 31, 1926, was $1,918,441. In addition to this, various bands of Indians contributed $66,901 towards the payment of teachers' salaries, etc. (Superintendent, Russell T. Ferrier, M. A., Department of Indian Affairs.)

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Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 2)
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Account		Capital	Interest
1.	Batchewana Band	$	$ 1,729.81
2.	Chippewas of Beausoleil		716.93
3.	Chippewas of Nawash		3,624.50
4.	Chippewas of Rama		1,795.27
5.	Chippewas of Sarnia		916.02
6.	Chippewas of Saugeen		3,557.28
7.	Chippewas of Snake Island		264.25
8.	Chippewas of Thames (Caradoc)		785.15
9.	Chippewas of Walpole Island		202.00
12.	Garden River Band		1,798.44
13.	Henvey Inlet Band		508.41
14.	Lake Nipissing Indians		1,322.85
15.	Manitoulin Island (Unceded)		1,923.68
17.	Mississaugas of Alnwick		1,233.40
18.	" " New Credit		867.40
19.	" " Rice Lake		300.00
20.	" " Mud Lake		521.45
21.	" " Scugog		6.81
22.	Mohawks of Bay of Quinte		2,915.66
23.	Moravians of Thames		1,069.68
30.	Parry Island Band		641.31
32.	Serpent River Band		500.00
33.	Six Nations of Grand River	5,172.43	27,397.02
34.	Shawanaga Band		965.75
38.	Whitefish River Band	4,000.00	1,434.54
50.	River Desert Band		809.20
79.	Chippewas of Kettle & Stony Point		1,035.94
82.	Whitefish Lake Band		1,065.71
123.	Gibson Band		178.98
246.	Sheguiandah		547.78
247.	Sheshegwaning		1,070.72
248.	South Bay		5.00
249.	Sucker Creek		675.50
251.	West Bay Band	2,849.96	1,189.98
340.	Metlakahtla Band		43.25
	Total:	12,022.39	63,419.67

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E D U C A T I O N

(For Annual Report
1926-27)

At the time of this writing, Canada is celebrating the Diamond Jubilee of Confederation. It may be of interest to briefly sketch Indian educational activities of 1867. All the early efforts with Indian children were wholly missionary in character - for nearly 300 years the work was carried on without financial assistance from the Governments. There is record of Recollet Fathers' schools for Indian children in New France as early as 1616: the Jesuits were active early in the 18th century: and settlers in the British colonies established little centres of Christianity at this period. These intermittent and only partly successful efforts were continued under British domination - prominence being given to instruction in religion. Even the education of white children received very little attention - in fact the first school in Upper Canada (1784) was for the Mohawk Indians who had settled on the shores of the Bay of Quinte and the first church to be erected in the Province (1785) was for the Six Nations Indians of the Grand River Reserve, near Brantford.

Prior to Confederation, day schools were successfully conducted at Lorette, St. Regis and Pierreville in Lower Canada. At Caughnawaga, educational work was made nearly impossible by local difficulties. However, there were interesting experiments at Chateauguay and Christieville, where Indian boys from Caughnawaga were taken into residence and given a training in the classroom and on the farm. All these school activities received grants from Lower Canada. The Seminary of St. Sulpice, at Oka, maintained a farm school, at which Indian boys were enrolled.

In Upper Canada, the Society for the Propagation of the Gospel in Foreign Parts organized the earliest Indian school on the Tyendinaga Reserve (Bay of Quinte). The New England Company, an evangelical organization chartered in 1661 in the reign of Charles II, the Wesleyan Methodist Missionary Society and the Jesuits interested themselves in Indian educational work early in the 19th century. Approximately 40 day schools were established in Upper Canada prior to Confederation, but there is record of only two of them receiving grants from the governments of the day. Special institutions for the education of Indians were established at this time: the Mohawk Institute by the New England Company; the Alderville and Mt. Elgin Boarding Schools by the Wesleyan Methodist Missionary Society; and the Wikwemikong Boarding School by the Jesuits. In addition, there was a community training centre established by the Governor of Upper Canada at Manitowaning, on Manitoulin Island. This enterprise was for the education of both young and old; but, as it did not appeal to the Indian temperament, it was abandoned in 1866, after 20 years of effort.

It should be recorded that in 1848 certain Indian bands in Upper Canada agreed to set apart for the purposes

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of education one quarter of the amount received in commutation of their annual distribution of ammunition. This Indian school fund was used largely for the maintenance of the Alderville and Mt. Elgin Boarding Schools, payments being made on a per capita grant basis - so much per child per year. Right at the outset of governmental association with Indian educational activity, we find two of the outstanding characteristics of the present system - church cooperation in the work and per capita grant payments to residential schools.

Prior to Confederation there was practically no organization of Indian schools in other parts of Canada. Missionaries interested in the education of Indian children were opportunists - classes being conducted whenever and wherever the activity gave promise of even a little success. The New England Company experimented with foster homes for Indian children in New Brunswick even before it applied its energy and funds to the work among the Six Nations. A Church of England chaplain to the Hudson's Bay Company conducted a boarding school for Indian children on the Red River as early as 1822. A Roman Catholic priest tried an agricultural school for young Indians at Baie St. Paul, now St. Eustache, Man., in 1833. There is record of day schools in various parts of the West, all conducted by Roman Catholic, Church of England and Methodist missionaries. In British Columbia the New England Company began work early in the 19th century from which developed the present Lytton Indian Residential School.

At Confederation Indian schools were supported for the most part by missionary societies, religious orders and the Indian bands - little financial assistance being given by the Legislatures. Low salaries were paid and the attendance was irregular and, as a consequence, the schools were not effective. When the British North America Act placed the responsibility for the Indians of Canada with the Federal Government, reports from Indian schools were forwarded to the Department of the Secretary of State, a branch of which was made the administrative office for Indian Affairs. In 1867 one residential school, the Mount Elgin Institute with an enrolment of 52, and 49 day schools with a total of 1664 pupils - all in Ontario and Quebec - were recognised by the Indian office. There were several Indian schools, entirely missionary in character, that did not make returns to the Government. The two most important of these were the Mohawk Institute at Brantford, supported by the New England Company, and the Roman Catholic boarding school at Wikwemikong.

There were 77 residential schools and 250 day schools in operation during the past year - a total of 327 Indian schools. In addition, the Department assisted in the maintenance of 16 combined white and Indian schools. The total enrolment for 1926-27 was 14,710 and the average attendance 10,541. In Part 2 of this report will be found a tabular statement, showing the location and indicating the enrolment and other facts in the case of each school.

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Several of the churches are actively engaged in the management of Indian day and residential schools. This cooperation of the churches in the case of residential schools is as follows: Roman Catholic, 42; Church of England, 20; United Church, 13; Presbyterian, 2.

In addition to the regular academic work at all Indian schools, there is the very important vocational training at the residential schools. Farming, gardening, the care of stock, manual training and domestic instruction are being given more attention by the Department and the Churches. About 190 Indian students are studying high school, business college and other advanced work. Some of these are at our regular Indian schools and others are enrolled at high schools and colleges. In the case of most of these last mentioned pupils, the Department assists with a grant from Parliamentary Appropriation. The practice of assisting ex-pupils of residential schools to start farming and housekeeping has been continued.

At all Indian schools, provincial curricula are followed and fully qualified teachers engaged whenever possible. Properly qualified inspectors visit all class-rooms except those in the northern schools. Arrangements have been made with the Provincial Departments of Education for the services of the regular public and separate school inspectors for this supervision, except in the provinces of New Brunswick and British Columbia, where there are special Indian School Inspectors. In addition, there is a medical inspection and department officers give supervision to the vocational training.

During the past few years, larger appropriations for Indian Education have enabled the Department to make various improvements in the school activity. Old equipment has been replaced, new schools have been commenced and better qualified teachers have been engaged. Instruction in both day and residential schools is becoming more attractive and now compares favourably with that in public and separate schools in Canada. During the past fiscal year three Indian residential schools were established. The Department erected the Guy School at Sturgeon Lake, Sask., 40 miles northwest of The Pas, Man. This institution is for Roman Catholic children and is equipped to accommodate and train 100 pupils. There was a most gratifying enrolment when the school was opened. At Morley, Alberta, a boarding school under the management of the United Church had an equally successful commencement. The accommodation for 60 pupils was assigned before the children could be admitted. The Roman Catholic Church, at its own expense, erected a boarding school for Indian children at Aklavik, in the MacKenzie Delta, N. W. T. The Department has agreed to provide a per capita grant.

The expenditure for Indian Education from Parliamentary Appropriation for the fiscal year ended March 31, 1927, amounted to $1,951,387.42, as follows:-

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EXPENDITURE FOR YEAR 1926-27 --- INDIAN EDUCATION VOTE

	Day Schools	Residential Schools	Ex-Pupils	Special Salaries + travel	Tuition	Freight, Express etc.	Stationery	Miscellaneous	Total
	$ cts.	$ cts.	$ cts.	$ cts.	$ cts.	$ cts.	$ cts.	$ cts.	$ cts.
Nova Scotia	12,795.74				11,027.66		302.11		24,125.51
Prince Edward Island	1,032.46				624.60		43.30		1,700.46
New Brunswick	16,674.49			1,043.74	950.15		481.93		19 150.31
Quebec	59,284.11				4,831.18	2.82	1,815.44		65,933.55
Ontario	53,810.50	265,159.03		25.75	4,892.08	302.15	7,754.38	453.13	332,397.02
Manitoba	46,593.23	179,171.51	803.60		169.53	1,223.76	4,138.99	3,426.32	235,526.94
Saskatchewan	37,499.14	365,184.57	340.65		1,278.33	1,308.63	4,006.28	2,020.65	411,638.25
Alberta	2,125.00	426,828.54			466.00	1,118.18	5,122.07	557.50	436,217.29
British Columbia	60,268.83	305,413.89	803.25	4,122.47	797.89	528.79	5,588.26	123.15	377,646.53
Northwest Territories	1,360.20	23,859.47				417.05	594.14		26,230.86
Yukon	3,308.12	17,118.63				217.33	116.62		20,760.70
	294,751.82	1,582,735.64	1,947.50	5,191.96	25,037.42	5,118.71	29,963.62	6,580.75	1,951,327.42

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In addition to the above, certain bands of Indians, whose funds were sufficient to meet the expenditure, contributed the sum of $75,442.06 for school purposes. The interest contributions were for current expenses, salaries of teachers, minor repairs and tuition grants. The expenditure from Capital was for major repairs to day school buildings on the Six Nations Reserve and for two new school buildings in the Manitowaning agency. For the fiscal year ended March 31, 1927, the amounts so contributed were as follows:-

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1-1-1

Fort-Georges, 1 septembre
1917.

Edouard Veilleur, O.M.I.
Fort-Georges, via Cochrane,
James Bay, Ont.

A Monsieur Russell T. Kerrier,
Surintendant de l'éducation indienne.

Monsieur,

De votre lettre No. 1-1-1. reçue, vous m'informez que vous m'envoyez le dernier "Annual Report", et que à la page 15, ainsi qu'à la page 56 je trouverai réponse à ma demande.

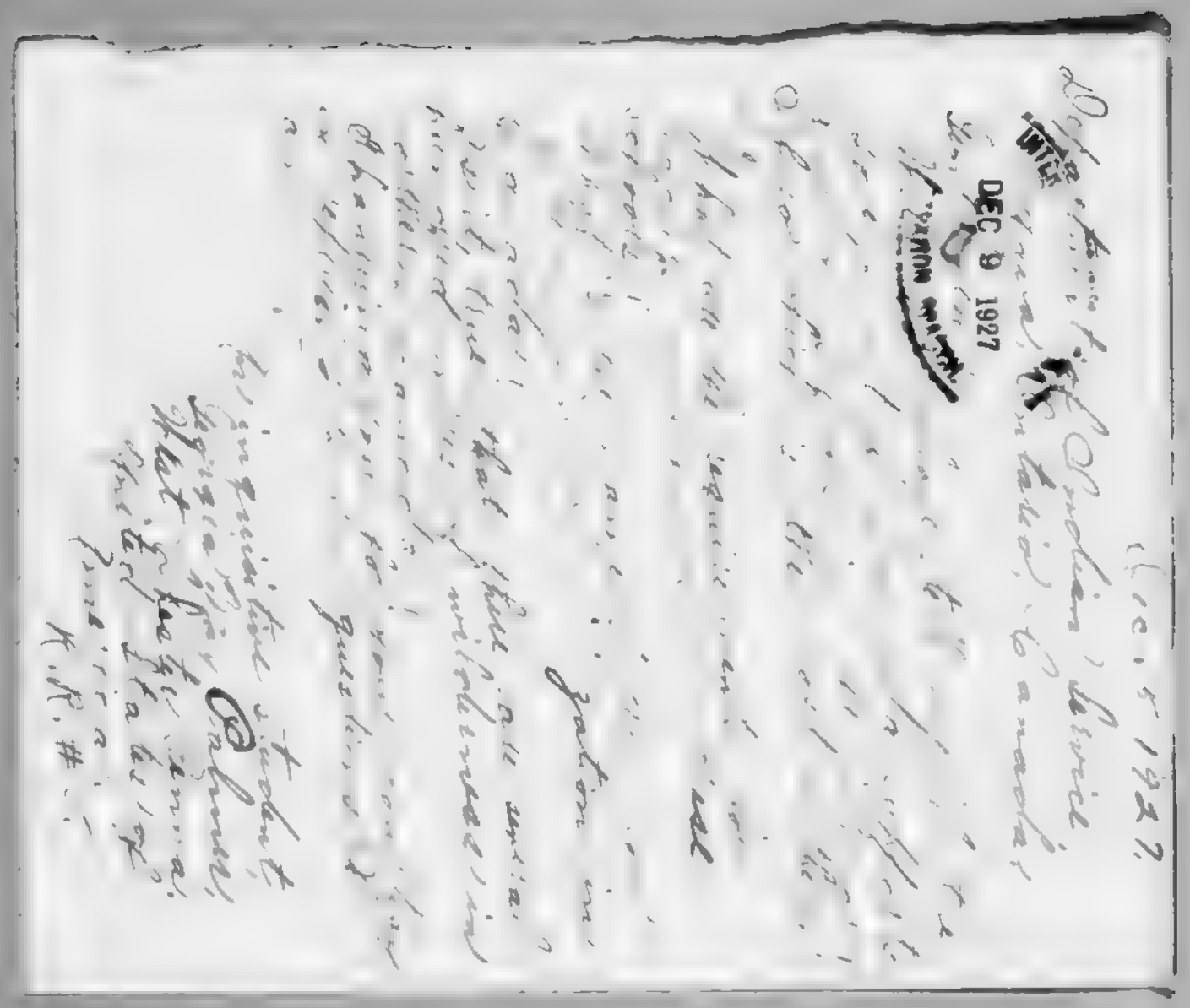
A mon grand regret je n'ai pas reçu encore ce ledit report annuel; veuillez donc m'en adresser un exemplaire le plus tôt possible. Comme c'est un droit, que ce soit la traduction française, S.V.P.

Croyez-moi, Monsieur, votre tout dévoué,

French copy
latest report

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DEPARTMENT OF THE INTERIOR
CANADA

OFFICE OF THE SECRETARY.

DEPT. OF INDIAN AFFAIRS
DEC 16 1927
RECORD

OTTAWA, 14th December, 1927.

Dear Sir,

I am enclosing herewith, for your consideration, a letter received from Miss Georgia May Palmer, R. R. #5, West Chester, Pa., U.S.A., who makes certain enquiries regarding the Indian schools in Canada. I might state that the letter has not been acknowledged in this Department.

Enc.

Your obedient servant,

J. D. McCoubrey
Secretary.

SCHOOLS BRANCH
DEC 20 1927

The Assistant Deputy Superintendent-General,
Department of Indian Affairs,
Ottawa.

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Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 2)
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1-1-1.

Ottawa, December 21, 1927.

Madam:

Your letter of the 5th instant, requesting certain information regarding Indian schools in Canada, has been transferred to this Department from the Department of the Interior.

This Department supports 77 residential schools and 250 day schools. The most northern one is at Aklavik in the Mackenzie Delta. I may add for your information that several missionary societies and orders are actively associated with the Department in the management of these schools.

The teachers and nurses employed are in most cases professionally qualified for their duties.

The most northern point of civilization is Dawson, Yukon Territory.

The northern part of Quebec, Ontario, Manitoba, Saskatchewan, Alberta and British Columbia, as well as the greater portion of the North West Territories and Yukon, is unsurveyed and unsettled.

Your self-addressed, stamped envelope is returned herewith.

Your obedient servant,

Russell T. Ferrier

Russell T. Ferrier,
Supt. of Indian Education.

Miss Georgia May Palmer,
R.R. #5, West Chester,
Pennsylvania, U.S.A.

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Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 2)
School Files

1-1-1

DEPARTMENT OF INDIAN AFFAIRS

CANADA

Ottawa, December 28, 1927.

Memorandum.

Mr. Ferrier:

We have been requested to supply a list of all Civil Servants employed in the North West Territories with their ranks, titles and salaries. Will you kindly let me have a list regarding school employees.

Duncan C. Scott

D.S.G.I.A.

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December 29th, 1927.

Memorandum:

Dr. Scott.

With reference to your memorandum of the 28th instant, I attach a statement giving the information requested regarding the teachers employed in the day schools in the Northwest Territories.

R. Russell Y. Ferrier
Supt. of Indian Education.

School	Teacher	Salary
Aklavik	Ethel G. Cott	$3. a teaching day.
Fort Simpson R.C.	Sister A. Camacho	$650.
Fort Smith	Sister Gadbois	$650.

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1-1-1

Stirling. Jan. 16th. 28.

To the Secretary of Indian Dept.

Ottawa.

DEPT. OF INDIAN AFFAIRS JAN 18 1928 RECORDS

Dear Sir:- I am planning to prepare a program covering the missionary work of the N. W. S. of the United Church among the North-west Indians & others in our Provincial Report & would be very grateful for your co-operation with the church and it occurred to me that there might be a possibility of obtaining interesting literature or pictures of the Indian Homes and

INDIAN AFFAIRS BRANCH SCHOOLS JAN 18 1928

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schools and institutes, from your department. Of course as the program is not for a large audience, but just for the usual monthly meeting by our faculty. I am not thinking of anything on a large scale, - such as moving pictures, for instance, but thought you might have something for distribution which would prove instructive.

In case you have, may I hope to hear from you at your convenience.

Sincerely Yours,

Florence Barrett.

(Mrs (Rev.) C. W. Barrett)

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School Files

PUBLIC ARCHIVES
ARCHIVES PUBLIQUES
CANADA

KODAK SAFETY FILM

1-1-1 X.

Ottawa, January 13, 1928.

Madam:

I have your letter of the 10th instant, requesting to be supplied with literature or pictures of the Indian schools conducted under the auspices of the United Church of Canada.

In reply I beg to say that the Department has no pictures for distribution. We are, however, forwarding to you, under separate cover, a copy of the last annual report of this Department. If you will refer to Pages 15-19 and to Pages 56-68, you will find information regarding the Indian schools in Canada.

Your obedient servant,

Russell T. Ferrier,
Supt. of Indian Education.

Mrs. C. W. Barrett,
Stirling,
Ont.

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CANADA

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DEPT. OF INDIAN AFFAIRS
JAN 5 1928
RECORDS

N.Y. Times
Jan. 2/28

EDUCATING THE INDIAN.

Present System, It Is Held, Leaves Much to Be Desired.

To the Editor of The New York Times:

THE TIMES editorial of Dec. 26, based on the endowment of the Olive Whitman Scholarship to be used for an Indian girl of the Six Nations, suggests comment on the need of vocational education opportunities for all our Indian youth.

The United States spends $6,000,000 annually on activities nominally classified as "Indian Education." Fully 06 per cent. of Indian children, when they grow up, must work, beg or starve; the percentage of the total who possess measurable incomes is negligible.

There is not an Indian group among the hundreds from New York and North Carolina in the East, to California and Oregon in the West, which does not need, and know that it needs, Indians of its own membership trained in medicine, in nursing, in agricultural leadership, in business management and in law.

But under existing arrangements, large as is the expenditure of the Government on uses classified as educational, the Indian needs are being grievously neglected. For example, the most immediate Indian need is a training of boys and girls in rural and domestic economy—in the many specialties of such economy. But the following is Secretary Hubert Work's characterization of the conditions of such training now given in our Indian schools:

"Teachers of trade subjects, agriculture and home economics, as a rule, have been such in name only, possessing neither education nor attainments fitting them to impart knowledge to classes of Indian students. Much of this personnel has been of the character of manual or mechanical labor to handle the mass of institutional work to be done each day, but which is actually performed under their supervision and instruction by details of Indian children to an extent detrimental to the pursuit of their studies."

Dr. Work uses the past tense, but his report, which is for the year ended June 30, 1927, explicitly deals with conditions of today and, unless radical changes are made, of tomorrow.

It should be pointed out that the situation can be met, at least to an extent decisive in the lives of thousands of Indian children, without any substantial increase of appropriations. At present the heavy drain on Federal appropriations for Indian education is made by the boarding schools for Indians. These schools are conducted as asylums on a grand scale, and into them Indian children as young as 6 years are brought; many of their enrolments have an average age far below the age when vocational education would properly begin.

The per capita costs in these boarding schools are relatively large—in excess of $230 a year for each child. This per capita expenditure is small for the requirements of board and keep, plus teaching, but it is at least five times larger than would be the per capita cost of schooling these little Indian children in day schools at their homes.

Educational results call for the restoration of these younger children to their homes, and the building up of adequate day school facilities which can serve the child and the home alike. Considerations of humanity are equally self-evident and, I might add, considerations of hygiene.

Once the Indian children who are not properly of boarding school age are schooled in day schools near their homes at least $1,000,000 will be released from the school appropriation for Indians, which can be applied toward giving to thousands of Indian children such vocational and industrial training, including nursing, medicine, business practices and business law, as will be exemplified in the case of the one young woman to be benefited by the Olive Whitman Foundation.

The facts which I here recite have been well known to observers of the Indian question for many years. They have been pointed out in numerous official reports and referred to in frequent hearings before the committees of Congress. Until now the Indian Bureau has stood fast for its ancient institution of boarding schools housing many thousands of little Indian children. A turning point in the history of our Indians will come when light breaks in the bureau mind, or outside pressure compels the readjustment of its educational system to the obvious needs and capacities of the Indians.

HAVEN EMERSON,
President, American Indian Defense Association.
New York, Dec. 27, 1927.

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Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 2)
School Files

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INDIAN SCHOOLS LECTURE

A lantern lecture will be given in St. Luke's church-house Friday evening, at 8 o'clock, by Rev. Dr. Westgate. His subject will be "Indian Residential Schools Throughout Canada." A silver collection will be taken. The public is invited.

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Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 2)
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1-1-1 Winnipeg Man;
Jan 20 - '27

DEPT. OF IND. AFFAIRS
JAN 26 '27
RECORD

Secretary.
Dept' of Indian Affairs
Ottawa, Ont.

Dear Sir:-

Inspector Bunn referred you to me for literature regarding Indian affairs as to the Act which allows Indians treaty money.

If the Indian laws are the same in the nine provinces why it is the Maritime Provinces have no Indian Boarding School!

Most especially rules and regulations of the Indian Boarding School as to number of teaching days in year-

The regulations of the public schools of the provinces are- supposing a teacher is hired for

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$720.00 a year - if at the end of the fourth month (or after) she severed her connection she is paid $ per day.

If she taught five months ordinarily she would be paid 5 x $60.00 = $300.00. According to per-day in the five months of one hundred and five (105) teaching days of the two hundred ten (210) school days it would be 105/210 of $720 = $360 making a difference of sixty dollars ($60).

Thanking you in anticipation of clearing up my ignorance on this

Yours very truly -

Mrs Coutts -

445 Kennedy Str.

Winnipeg -

1-1-1

Ottawa, February 4th, 1928.

Madam:-

In reply to your letter of the 20th ultimo, I am forwarding, under separate cover, a copy of the Indian Act, also, a copy of our last annual report.

As you are, no doubt, aware, the Department has always acted in close conjunction with the various churches in the establishment of Indian residential schools and, until recently, it has not been considered necessary to engage in this type of activity in the Maritime Provinces. For your information I may say, however, that land has recently been purchased and it is intended to erect a new Indian residential school at Shubenacadie, N.S., this year.

In paying the salaries of teachers of Indian day schools, this Department makes payment on the basis of ten teaching months in the school year. As the education of white children is in charge of the Provincial Departments of Education, they can make whatever regulations they see fit for paying salaries of their teachers.

Your obedient servant,

Russell T. Ferrier

Russell T. Ferrier.
Supt. of Indian Education.

Mrs. Coutts,
445 Kennedy Street,
Winnipeg, Man.

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Ottawa, February 9, 1920.

Sir:

I wish to confirm conversations concerning Indian educational policy, which the delegation from the Pasqua, Piapot and Muscowpetung Indian Reserves had with Dr. Scott, Deputy Superintendent General, and Mr. Ferrier, Superintendent of Indian Education.

Your request for more advanced academic training in the Indian residential schools has been noted and is receiving consideration. The difficulties of arranging especial training for promising students have been explained to you. At the present time, in the Prairie Provinces the Department is trying to offer special facilities, if the parents of promising students are willing to have their children transferred to those Indian residential schools which are near high schools and collegiates. We are trying to improve the classroom instruction and an important step in this connection was taken a few years ago, when the public school inspectors were invited to visit our schools and to offer constructive criticism. You may rest assured that the Department will insist on classroom instructors with a thorough knowledge of English, which is the language of instruction. Your complaint that religious training is unduly emphasized at certain schools has been noted.

The Department is giving serious consideration to the question of more thorough vocational training at our schools. I am pleased to inform you that it is hoped to extend the facilities at the Qu'Appelle Indian Residential School next year. It is proposed to erect carpenter, blacksmith and tinsmith shops, so that instruction in

Rev. Andrew Gordon,
Pasqua Reserve,
Regina,
Sask.

- three -

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these trades can be given to all the boys. The Department's reasons for discouraging Christmas holidays at Indian residential schools has been explained. You are asked to use your influence to see that pupils remain at Indian residential schools until they reach the age of 18..if such action is urged by the Indian agent. You have been told why the Department does not always provide a house for visiting parents at residential schools, and, as promised by Mr. Ferrier, Mr. Indian Commissioner Graham will be asked for a recommendation concerning such a building at the File Hills institution.

Limited funds are provided by Parliament for the purpose of assisting promising young Indians when they wish to establish themselves on reserves. Each individual case must be decided on its own merits and the application should be made to the Indian agent, who will make a recommendation to the Department.

The problem presented by the children who are physically unfit for Indian residential schools is most difficult of solution. At the present time, there is no school-hospital to which they can be admitted.

Your obedient servant,

A. F. MacKenzie.

A. F. MacKenzie,
Acting Asst. Deputy & Secretary.

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121-1

The Canadian Council on Child Welfare

(Founded 1920)

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UNDER THE DISTINGUISHED PATRONAGE OF
HIS EXCELLENCY THE GOVERNOR GENERAL AND
THE VISCOUNTESS WILLINGDON
THE RT. HON. W. L. MACKENZIE KING, P.C., C.M.G.
THE PRIME MINISTER OF CANADA
THE LEADER OF THE OPPOSITION
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The Spiritual and Ethical Development of the Child—
CHAIRMAN, REV. HUGH DOBSON, VANCOUVER, B.C.

408 PLAZA BUILDING — PHONE: RIDEAU 2041

Ottawa, Ont. Feb. 15, 1928 192

Dr. Duncan Campbell Scott
Deputy Minister,
Dept. of Indian Affairs
Ottawa

FEB 17 1928

Dear Dr. Scott:

Would you please let us know whether the figures 14,710 represent the number of Indian children in Boarding Schools, or does it include day schools?

We require the two types as separate entries. Sorry to trouble you about this but we want to be sure of the facts.

Yours very truly,

Kathleen Snowdon
for BJ

KS:BJ

Asst. Secretary

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School Files

1-1-1.

Ottawa, February 18, 1928.

Madam:

I am directed to acknowledge your letter of the 15th instant, with reference to the number of Indian children attending school. The figure 14,710 represents the total enrolment at day and residential schools. The day school enrolment is 8,069 and that of the residential schools, 6,641. These figures are for the fiscal year ended March 31, 1927, and are the last available.

Your obedient servant,

Russell T. Ferrier

Russell T. Ferrier,
Supt. of Indian Education.

Miss Kathleen Snowdon,
Assistant Secretary,
Canadian Council on Child Welfare,
408 Plaza Building,
Ottawa.

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COMMERCIAL SERVICES LIMITED

PHONE 26 800 CANADA BUILDING FINANCE & COLLECTIONS
WINNIPEG MANITOBA

Feb. 22, 1928.

Department of Indian Affairs,
Ottawa, Ont.

Dear Sirs:

Re. Geo. Simmons.

Would you be good enough to advise us if there is any way in tracing a Mr. Geo. Simmons who we understand is teaching an Indian School somewhere in the East.

We are enclosing a self addressed stamped envelope for your convenience in replying and would indeed appreciate if you could give us any information in regard to this at all.

Yours truly,

COMMERCIAL SERVICES LIMITED.

per. A. H. Wood

Im'mentp

w/ Enc.

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1-1-1

Ottawa, February 27th, 1928.

Sir,-

In reply to your letter of the 22nd instant, I beg to say that the Department has no record of Mr. Geo. Simmons teaching in an Indian day school in the East.

Your obedient servant,

Russell T. Ferrier

Russell T. Ferrier.
Supt. of Indian Education.

A. H. Wood, Esq.,
Manager,
Commercial Services Limited,
500 Canada Building.
Winnipeg, Man.

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1-1-1

E.N.Moyer Company Limited

CANADA'S SCHOOL FURNISHERS

SINCE 1884

HEAD OFFICE
TORONTO, CANADA

WINNIPEG
EDMONTON SASKATOON

Saskatoon
SASKATCHEWAN

March 7, 1928.

F.H. Paget, Esq.,
Purchasing Agent, Department of Indian Affairs,
Government of Dominion of Canada,
Ottawa, Ont.

Dear Sir:

Would esteem it a kindness, if, at your earliest convenience, you would let us have a list of your teachers and principals in your Indian Residential Schools in Sask that we may forward them a copy of our latest catalogue, which will be of valuable assistance to them in their duties.

We thank you in anticipation.

Yours very truly,

E. N. MOYER COMPANY LIMITED.

Manager.

RB/BIY.



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Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 2)
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1-1-1

Ottawa, March 14th, 1928.

Sir,-

In reply to your letter of the 7th instant, I enclose a list showing the Principals of the Indian residential schools in Saskatchewan and their addresses.

Your obedient servant,

Russell T. Ferrier.

Russell T. Ferrier.
Supt. of Indian Education.

ENC.

E. N. Moyer Company Limited,
Saskatoon,
Sask.

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Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 2)
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October, 12, 1922

Henri Edouard Meilleur, Esq.

D.I.A. Geares

Cochrane

[illegible]

[illegible] the mail [illegible] arrived [illegible]

[illegible] 1-1-1 [illegible]

about the Indian day schools

1) What are the conditions [illegible] of Indian day schools?

2) [illegible] how many months a year

[illegible] that Indian day [illegible]

3) [illegible] receive his [illegible] from [illegible] Indian

4) [illegible] of children required to have an Indian day school.

5) [illegible] any [illegible] of attendance required.

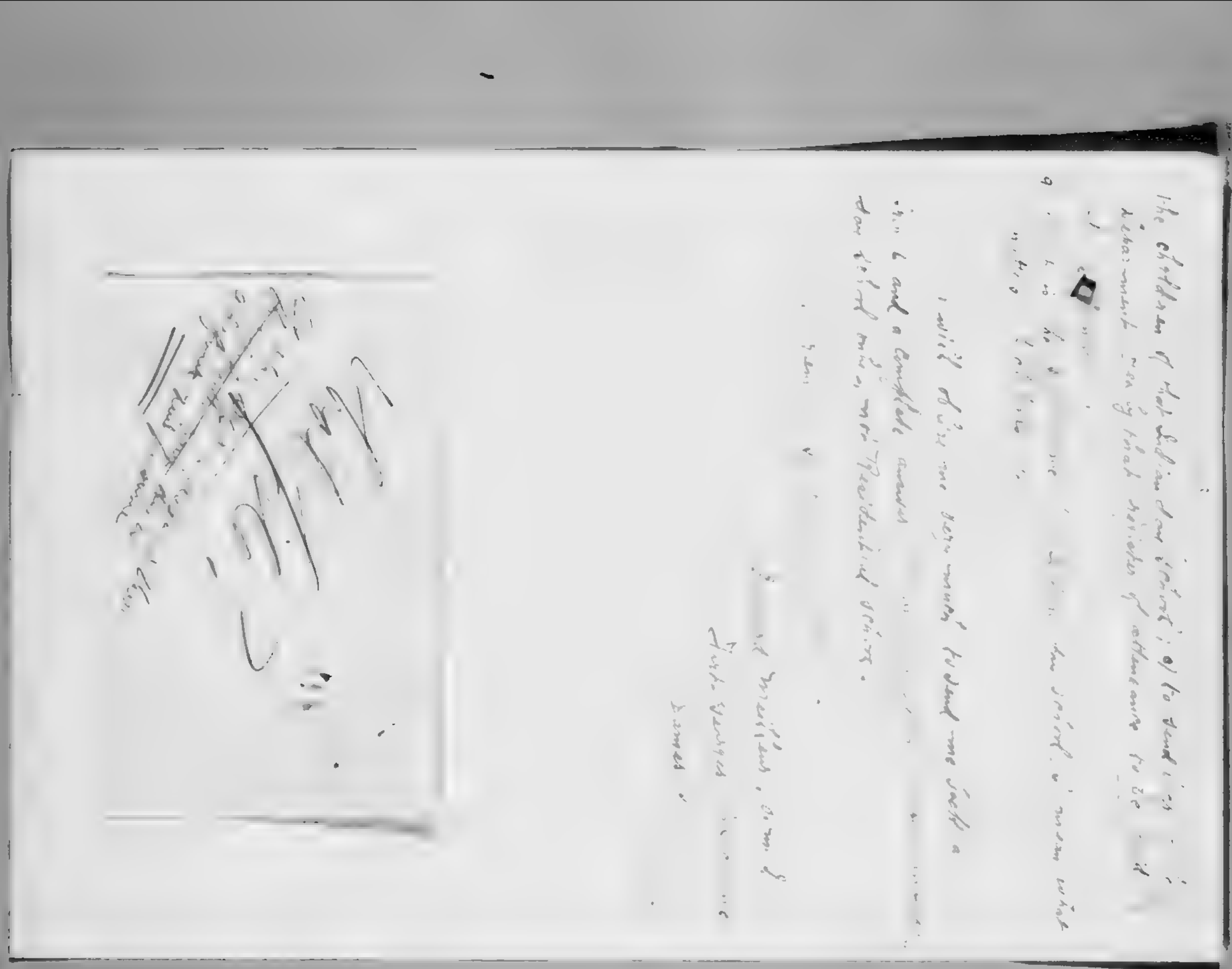
6) Is there any average of attendance required.

7) Which is the amount that the Indian department give for the teacher of an Indian day school.

8) Is the teacher in charge of an Indian [illegible] send her to keep a register to [illegible] down twice a day (forenoon and afternoon) the attendance of

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1-1-1

A Monsieur D. Scott,
Surintendant

1st February, 1928

Le : Edouard Veilleur O.M.I.
Fort-Georges, via Cochrane,
Baie James, Ont.

Mess. Russell-Perrier du Département des Indiens,

Monsieur,

Le 12 du mois d'Octobre 1927, je vous ai écris assez longuement vous demaniant des renseignements au sujet des écoles Indiennes du jour c/à.d. non pensionnaires et cela dans neuf questions .

Avez-vous reçu cette ladite lettre, où bien la vôtre ne m'est pas encore arrivée ! Veuillez s'il vous plait me dire si vous avez reçu cette ladite lettre et si vous y avez répondu .

Je suis, Monsieur, votre tout dévoué,

Note : Veuillez s.v.p. m'expédier le rapport de 1927, en français

Translation

Ans - On the 12th of October 1927. I wrote you a long letty asking for information regarding the Indian day school. There were nine (9) questions. Have you received my letter? Your reply did not reach me. Kindly tell me if you have received my letter and if you have answered it.

Yours etc
(sgd) Edouard Veilleur O.M.I.

Note - Kindly send me a French copy of the report for 1927

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Ottawa, March 29th, 1928.

Reverend Sir,-

In reply to your letter of the 1st ultimo, I beg to say that I am under the impression that a reply was forwarded to your letter of October 12th. A copy of the annual report was forwarded to you on March 26th, 1927 and a French copy was forwarded on October 25th last, as requested in your letter of September 1st.

With reference to the questions asked in your letter of October 12th, I may say that, in more settled districts, Indian day schools are conducted for ten months each year. The daily sessions are the same as in rural white schools. However, in outlying districts where it is only possible to obtain the attendance of Indian children at day schools for a limited period each year, special arrangements are made. The amount allowed the teacher depends on the qualifications and the situation of the school. Indian day schools usually follow the course of studies prescribed for the white schools of the province in which the Indian school is situated.

Your obedient servant,

Russell T. Ferrier

Russell T. Ferrier.
Supt. of Indian Education.

Rev. Edouard Meilleur, O.M.I.,
Fort-Georges, via Cochrane,
James Bay, Ont.

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Ottawa, le 29 mars, 1928.

Reverend Monsieur:

En reponse a votre lettre du ler ulterieur, j'ai l'honneur de vous informer que je suis sous l'impression qu'une reponse a ete envoyee a votre lettre du 12 octobre. Une copie du rapport annuel vous a ete expediee le 26 mars, 1927; ainsi qu'une copie francaise le 26 octobre dernier, tel que demande dans votre lettre du ler septembre.

Quant aux questions posees dans votre lettre du ler octobre, je dois dire que dans les milieux ou la population est assez dense, des ecoles Indiennes de jour sont etablies et ouvertes durant dix mois de l'annee. Le programme quotidien est le meme que celui suivi dans les ecoles rurales de la population blanche de l'endroit. Toutefois, dans les districts eloignes ou l'assistance des enfants Indiens a l'ecole du jour n'est possible que pendant une periode limitee de l'annee des arrangements speciaux sont accordes. Le montant alloue a la personne enseignante depend de ses qualifications et ou l'ecole est situee. Les ecoles Indiennes du jour suivent ordinairement le programme d'etudes etabli pour les ecoles de la population blanche de la province ou l'ecole Indienne se trouve situee.

Votre obeissant serviteur,

Russell T. Ferrier

Russell T. Ferrier,
Surintendant de l'education Indienne.

Rev. Edouard Meilleur, O.M.I.,
Fort-Georges, via Cochrane,
James Bay, Ont.

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CABLE ADDRESS "MOUNTROYAL

1-1-1



MOUNT ROYAL HOTEL

THE UNITED CHAIN

MONTREAL CAN	THE MOUNT ROYAL	ROCHESTER N Y	THE ROCHESTER
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WORCESTER MASS	THE BANCROFT	TRENTON N J	THE STACY TRENT
ALBANY N Y	THE TEN EYCK	NEWARK N J	THE ROBERT TREAT
UTICA N Y	HOTEL UTICA	SYRACUSE N Y	THE ONONDAGA
ST JOHN N B CAN	THE ADMIRAL BEATTY	SEATTLE WASHINGTON	THE OLYMPIC
NEW YORK CITY	THE ROOSEVELT	PHILADELPHIA PA	THE BENJAMIN FRANKLIN
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(OPEN MAY TO SEPTEMBER)
THE CLIFTON NIAGARA FALLS CAN

DIRECTION
UNITED HOTELS
OF AMERICA

VERNON G CARDY
MANAGING DIRECTOR

MONTREAL
CANADA

April 2nd.

Dear Mr. F[illegible].

I wonder if you would be good enough to send me a duplicate copy of your departmental report. I enclose 4¢ in stamps which I hope may cover the postage. My address is 213 Poplar Plains Road, Toronto. Thanking you for past courtesies.

Sincerely yours.

A. Culbertson.

Sent Apr 3.

1-1-1.

Ottawa, April 3, 1928.

Dear Mr. Gosling:

I have your letter of the 2nd instant and I have today mailed to you another copy of our latest Annual Report. The stamps you enclosed are not required and they are returned herewith. I might also inform you that on envelopes addressed to me at the Department, O. H. M. S. will carry them without postage.

Yours very truly,

Russell T. Ferrier

Russell T. Ferrier,
Supt. of Indian Education.

A. C. H. Gosling, Esq.,
213 Poplar Plains Road,
Toronto, Ont.

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Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 2)
School Files

1-1-1

DEPARTMENT OF INDIAN AFFAIRS
MAY 2 1928
RECORDS

North Bay, Ont.
May 1, 1928.

Mr. John D. MacLean,
Assistant Deputy of Indian Affairs,
Department of Indian Affairs,
O T T A W A, Canada.

Dear Mr. MacLean:-

Miss Stella King the Indian girl who is in attendance at our Normal School is preparing an essay on "Education Among the Indians" to be read at our Empire Day exercises on May 25rd. I would be very glad if you would send us 2 or 3 books that would give the extent and nature and result of Indian Education for some years back. I have only a hazy idea of the good work that has been done among the Indian population.

I would like also to get the names of some prominent young Indians who occupy important positions through the training they got in the Indian schools. I am thinking now of Chief Long Lance who is now a writer, and there must be others. This will be a splendid opportunity to bring this phase of education before our 265 students.

Yours very sincerely,

W. C. Carmichael,

Principal

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Ottawa, May 7th, 1926.

Sir:

I have your letter of the 1st instant, informing the Department that Miss Stella King, an Indian girl who is in attendance at the North Bay Normal School, is preparing an essay, and requesting that some literature be forwarded on Indian education.

In reply I beg to say that, under separate cover, I am forwarding to you copies of the annual report of the Department for the fiscal years ending March 31st, 1926 and 1927. If you will refer to the report for 1926, part 1, pages 15-18, and to part 2, pages 56-68, also to the 1927 report, part 1, pages 12-16, and to part 2, pages 52-64, it is thought that the information desired will be obtained.

We have no printed literature with reference to successful Indians in Canada, but I might mention that a number have taken up the teaching profession and several are clergymen. The Departmental medical officer at Caughnawaga, Que., is an Indian, and there is an Indian teaching in one of the Toronto collegiates, who has secured not only his Master's Degree in Arts but is even now completing the course leading to the Ph.D. Degree.

Your obedient servant,

Russell T. Ferrier,
Supt. of Indian Education.

A. C. Casselman, Esq.,
Principal, Normal School,
North Bay, Ont.

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Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 2)
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Ottawa, May 12th, 1928.

Sir,-

I enclose returns showing the attendance at the Aklavik C. of E. Day School for the quarters ended September 30th and December 31st, 1927. These returns were handed to the Department by His Lordship Bishop Stringer on the occasion of his visit here this week. For some time past, this Department has been allowing a grant of $3.00 a teaching day at this school and we have issued and forwarded to Bishop Stringer a cheque for $333. - this is in payment of 55 days in the September quarter and 56 days in the December quarter at the rate stated above.

Your obedient servant,

Russell S. Ferrier

Russell S. Ferrier.
Supt. of Indian Education.

Enc.

O. S. Finnie, Esq.,
Director,
N.W.T. & Yukon Branch,
Dept. of the Interior,
O t t a w a.

Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 2)
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Indian education, including the construction of school buildings, $2,160,310.

Mr. EDWARDS (Frontenac): Would the minister be good enough to give us a general statement in regard to this item of Indian education and how it is carried on?

Mr. STEWART (Edmonton): With the exception of the day schools, this work is carried on very largely by the religious organizations—such churches as the Roman Catholic, the Anglican, the United church and the Presbyterian. In the day schools all the teachers are employed by the government. They must be certificated, and they are inspected by the provincial school inspectors of the province in which they are located. Under the old system the churches assumed the whole responsibility regarding the boarding schools, and received a per capita grant for this work from the government. When I came here I changed the system somewhat, as I found most of the church organizations were in rather severe financial difficulties. We took over such buildings as we deemed to be decent and worth while repairing, and commenced a program of construction of new buildings. We have been spending in the neighbourhood of $500,000 or $550,000 annually in the purchase and construction of new buildings, keeping in mind the necessities of the organizations which have this work in hand, and the necessities of the communities in which they are built. In the British Columbia vote there is an additional $100,000, due to a recommendation made by the joint committee which dealt with this matter last year.

Mr. EDWARDS (Frontenac): I wanted to get a comparison of the Indians educated in the day schools and in the so-called private schools.

Mr. STEWART (Edmonton): We are constructing a new boarding school at Shubenacadie, Nova Scotia. We believe better training can be given the Indian child in the boarding school than in the day school, because it is very difficult to get him to be at all regular in his attendance at the day school. We have him under control all the time in the boarding school, as he remains there during the whole school period. In the day schools, which are located in all the provinces, we have 4,005 boys and 3,869 girls, or a total of 7,874. In our residential schools, which are located in Ontario, Manitoba, Saskatchewan, Alberta, the Northwest Territories, British Columbia and the Yukon, we have 3,208 boys, 3,433 girls, or a total of 6,641. Therefore there are all told about 14,000 children attending school.

Mr. BRADY: In the Indian schools, particularly the boarding schools, does the department supervise or control in any way the program, for instance, of technical and agricultural work? Is there a defined system whereby the young Indian, instead of receiving the ordinary education which is of little value to him, really becomes a productive agent? I ask the question because I know from my experience in visiting the Indian schools that there is a great waste. In other words, they reach a certain stage; they learn to read and write and a few other things, and then they have absolutely nothing to fall back upon. Is there a defined program of technical education of the Indian boys?

Mr. STEWART (Edmonton): The very difficulty that my hon. friend mentions is one to which we have given some thought in an endeavour to see if we can remedy it; but if he knows anything about the Indian, his habits and environment, he will realize the difficulty. We are endeavouring to teach the girls domestic work in addition to the ordinary public school curriculum, and the boys, such outdoor work as will come to hand in any given institution. In Kamloops, for example, the boys are trained in irrigation work because in that territory the boys are going out into fruit growing areas and drier sections. In the north we give them as much education as we can in regard to agriculture, even as labourers, if need be, so that when they go out they may carry on in competition with their white brothers.

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Mr. WOODSWORTH: In regard to the policy of the department I should like to ask the minister whether it is contemplated that the Indians will have to earn their living by hunting, and if so, whether it is a good thing to bring young Indians to boarding schools, keep them there for six or eight years, then turn them out again without having given them the opportunity to acquire hunting habits.

Mr. STEWART (Edmonton): I have given this question very considerable attention and I have watched the development of some of these young people, so I might say that I have very great hopes of making a change in connection with the young Indians whom we can put at once into the occupation of farming. For example, take the Blood reserve in Alberta; we have an allocation of land for the young student as soon as he is ready to leave school, and we endeavour to build a small house for him and to become responsible for the purchase of stock and implements, although in a very limited way. We have every prospect of success there, and the reason I lay so much emphasis on this is because I am led to believe it will be successful through what I have seen on the Six Nations reserve in Ontario. Of course there are good and bad Indians just as there are good and bad white men, but on that reserve they are making a fair success of agriculture. However, in answer to my hon. friend's direct question about the hunting Indian, the northern Indian who is brought to school and then turned loose at the age of fifteen or sixteen years, neither a hunter nor a half-trained white man; that is the problem which is giving us the most concern at the present time. The Indians who live in agricultural areas usually work for the surrounding farmers, and they make good workmen. I am not decrying the advantages of education to the young Indian, but we should have something to put him at as soon as he leaves school in order that he may earn his livelihood, and we have not overcome that difficulty as yet, although we are giving it very careful consideration.

Mr. WOODSWORTH: Just one other question in connection with these industrial schools. Would it not be well to encourage the young Indians to become Canadian citizens, or to make it possible for them to become Canadian citizens, in order that they might assume the full responsibilities of citizenship?

Mr. STEWART (Edmonton): Of course that is the whole idea behind the education given them, and it is the solution of the whole difficulty. However, when that happy condition will be attained is a different matter. I do think that the quicker we teach them the virtuous ways of the white man and his methods of earning a livelihood the better it will be for our Indian wards and the sooner they will be able to assume the white man's responsibility. That is what we have in view.

Mr. COOTE: I have just one remark to make in connection with this item. I should like to ask the minister to give us an assurance that the young Indians after they leave these industrial schools will be given the necessary equipment with which to start farming on the reserves. I have had a good many complaints from the Indians to the effect that they have had difficulty in getting the department to give them equipment. I do not suggest that there is ground for all these complaints, but I would like to have the assurance of the minister that he will be as liberal as possible in the furnishing of equipment to these young Indians who are willing to start farms of their own.

Mr. STEWART (Edmonton): I think I can give my hon. friend that assurance, but I would not promise that we will satisfy the young Indians, because they want a full set of equipment to start with. We try to be as generous as we can in starting up a young man in that way, and I do not think there is any complaint to be made.

Mr. LUCAS: Do these Indians receive agricultural education at the school?

Mr. STEWART (Edmonton): Yes.

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Shadow Lake Camp
Stouffville Ont.
July 24, 1928.

Mr. H. Ferrier
Ottawa, Ont.

Dear Sir:

I would like a general account of Indian history, past and present; and I thought that such data might be available from your department. Might I ask you to inform me whether I might secure such

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literature from you?

Please send me some of the free literature on Indian affairs.

I thank you for same in advance.

Yours truly,

Enoch E. Rogers.

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1-1-1

A1

Ottawa, July 27th, 1928.

Madam:

In the absence of Mr. Ferrier, I am replying to your letter of the 24th instant, which you addressed to him at Toronto and which was forwarded by the postal authorities.

The Department has no publications or literature on Indian history available for distribution other than its annual report, a copy of which is being sent you under separate cover. You could, no doubt, obtain any information you desire by consulting the librarian in any of the public libraries, as a number of writers have published various works concerning Indians.

Yours very truly,

For Superintendent of Indian Education.

Miss Ethel W. Rogers,
Shadow Lake Camp,
Stouffville, Ont.

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Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 2)
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[redacted] R.R. # 3 Truro N.S.

16th Aug 1928

To:
Indian Commissioner.

Dear Sir,

(a) Please send me the blue book of Indian Schools in Canada. or any information regarding the schools in British Columbia, Alberta. or Manitoba. Any reports etc. from Missionary societies of the Anglican Ch. and the United Ch. also. gratefully rec'd; (b) By whom are the appointments of teachers in the Indian Industrial schools to Homes made?

Addess.

(Mrs) Walter McLaughlin
R.R. 3 Truro.
Nova Scotia.

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Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 2)
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Ottawa, August 22nd, 1928.

Madam:

I have your letter of the 16th instant, requesting information regarding Indian schools in Canada.

The Department has no publication or literature available for distribution other than its annual report, a copy of which is being sent you under separate cover.

Sent Augt 22/28 HS

All Indian schools in British Columbia and the Prairie Provinces are conducted under the auspices of one or other of the religious denominations interested in Indian work. I note that you are interested in the schools under the auspices of the Anglican and United Churches. The representatives of those Churches are as follows:

Anglican Church — Rev. T. B. R. Westgate, D.D., Field Secretary, M.S.C.C., 39-43, The Bible House, Alexander Ave., Winnipeg, Man.

United Church — Rev. C. E. Manning, D.D., Gen. Sec., Home Missions, United Church of Canada, 299 Queen St. W., Toronto, 2, Ont.

They would, no doubt, be able to furnish you with reports from the Missionary Societies of their Churches.

Your obedient servant,

Russell T. Ferrier,
Supt. of Indian Education.

Mrs. Walter McLaughlin,
R. R. No. 3,
Truro,
N. S.

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Roman Catholic Mission, Fort-George
August 10th 1928.

17 août, 1928

[illegible] Jesson, Fort-George.

Révérend Père Edouard Veilleur, O. M. I.
Fort-George,
via Island Falls,
Baie James, Ont.

A Monsieur Russell-Ferrier, surintendant du dép. d'éducation indien,

Monsieur,

J'ai reçu, Monsieur, votre lettre du 29 mars 1928 No. 1-1-1. Votre réponse à mes questions est plus ou moins satisfaisante, je m'attendais à plus de spécifications. Je vous remercie toutefois du peu que vous me laissez à savoir.

Voudriez-vous s'il vous plait avoir la bonté de m'envoyer la traduction ou mieux la copie française de votre lettre du 29 mars 1928 No. 1-1-1. Je vous en serais reconnaissant.

Veuillez aussi, Monsieur, me faire parvenir le dernier rapport du département des Affaires Indiennes. Entendu, c'est le rapport français que je désire recevoir.

Je suis Monsieur, votre tout respectueux,

Edouard Veilleur, o. m. i.

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EXPENDITURE FROM TRUST FUND ON EDUCATION.

1927 -8.

		Cap.	Interest.
1.	Balchewana Band.		$2384. 54.
2.	Chippewas of Beausoleil.		1092. 46.
3.	Chippewas of Nawash.		3925. 17.
4.	Chippewas of Rama.		1568. 03.
5.	Chippewas of Sarnia.		1205. 43.
6.	Chippewas of Saugeen.		3681. 73.
7.	Chippewas of Snake Island.		330. 78.
8.	Chippewas of Thames.		706. 40.
9.	Chippewas of Walpole Island.		200. 00
12.	Garden River Band.		2081. 44
13.	Henvey Inlet Band.		552. 95.
14.	Lake Nipissing Band.		1048. 00
15.	Manitoulin Island (unceded).		468. 39.
17.	Mississaguas of Alnwick.		862. 04
18.	Mississaguas of Credit.		1131. 85
19.	Mississaguas of Rice Lake,		180. 00.
20.	Mississaguas of Mud Lake.		262. 00
22.	Mohawks Bay of Quinte.		3455. 77.
23.	Moravians of Thames.		1276. 12.
30.	Parry Island Band.		347. 15
32.	Serpent River Band.		500. 00
33.	Six Nations of Grand River.	$ 737.23.	19470. 29.
34.	Shawanaga Band.		1016. 37.
38.	Whitefish River Band.		1524. 55
46.	Iroquois of St. Regis.		2. 50
50.	River Desert Band.		623. 81.
79.	Chippewas Kettle & Stony Point.		1034. 71.
82.	Whitefish Lake Band.		1095. 83.
183	Dokis Band	4013.04	775. 40
246.	Sheguiandah.		620. 37
247.	Sheshegwaning.		1708. 54.
249.	Sucker Creek.		950. 53.
251.	West Bay Band.		1381. 91.
	TOTALS.	$ 4750.27.	$ 57436,11

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E D U C A T I O N

(For Annual Report
1927-28)

During the past few years, there has been an encouraging increase in the attendance of Indian children at the schools maintained by the Department. For the fiscal year 1927-28, there was an enrolment of over 15,000 and the percentage of attendance was a record one. The following table shows the increasing nature of Indian educational work. More pupils are attending and they are attending more regularly:-

Fiscal year	Enrolment	Average Attendance	Percentage of Attendance
1915-16	12,799	8,080	63.13
1916-17	12,178	8,285	68.03
1917-18	12,413	7,878	63.46
1918-19	11,952	7,601	63.59
1919-20	12,196	7,649	62.71
1920-21	12,558	8,074	64.29
1921-22	13,021	8,668	66.56
1922-23	13,723	9,106	66.35
1923-24	13,872	9,188	66.23
1924-25	14,222	9,879	69.46
1925-26	14,782	10,598	71.69
1926-27	14,710	10,541	71.66
1927-28	15,018	10,866	72.35

A total of 340 Indian schools were in operation during the year - 77 residential, 251 day and 12 combined white and Indian day schools. In Part II of this report will be found a list of these schools, showing the names of principals or teachers, locality, enrolment and attendance. Compared with the previous year, there was an increase of one day school.

Further efforts were made during the year to increase the efficiency at both residential and day schools. Closer supervision, better qualified instructors, more intensive vocational training and better buildings were the aims of the Department. Parliament provided a record appropriation of over two million dollars, and it was possible to make many improvements in connection with both personal services and physical equipment. At Caughnawaga, a large brick building was erected for the important day school activity there. This school is now on a par with a good city public school. A staff of 14 Sisters and 4 lay teachers are engaged in Caughnawaga village. In addition, there is a separate school for Protestant children. The old main building at the Onion Lake R. C. and St. George's Indian Residential Schools, in Saskatchewan and at Lytton, British Columbia, respectively, were replaced by modern schools, fully equipped for the maintenance and training of Indian children. At St. Philips, Saskatchewan, a small residential school was erected near the site of the old Roman

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Catholic boarding school, which was closed in 1913. Arrangements were made for the establishment of a much needed Indian residential school at Shubenacadie, Nova Scotia. A site with the necessary farm was secured and a suitable staff engaged.

Whenever opportunity offered, better qualified teachers were secured and the Department insisted that suitable vocational instructors were employed by those managing the residential schools. At these latter institutions, special attention to the training in farming and in the manual and domestic arts was given by the Department's inspectors and agents.

More regular attendance and better teachers and equipment have had an interesting effect on the academic standing of the pupils. The following table shows the percentage of the total enrolment that was reported as in Grade 5 and higher:-

Fiscal year	Total Enrolment	Enrolment in Grade 5 and up	Percentage
1910-11	11,190	780	6.97
1911-12	11,303	828	7.32
1912-13	11,144	734	6.58
1913-14	11,714	766	6.54
1914-15	12,468	834	6.69
1915-16	12,799	897	7.01
1916-17	12,178	955	7.84
1917-18	12,413	903	7.27
1918-19	11,952	878	7.34
1919-20	12,196	889	7.29
1920-21	12,558	929	7.39
1921-22	13,021	1,046	8.03
1922-23	13,725	1,187	8.65
1923-24	13,972	1,187	8.56
1924-25	14,222	1,322	9.29
1925-26	14,782	1,468	9.93
1926-27	14,710	1,664	11.31
1927-28	15,018	1,957	13.03

Of the 1,957 pupils who were in the higher grades during the year, 65 were studying high school work. These students were enrolled in Indian schools. In addition, there are approximately 140 Indian young men and women attending collegiates, business schools, colleges and universities. (10 of these are receiving some assistance from Parliamentary Appropriation for Indian Education.

The cooperation of the churches in the management of Indian residential schools was as follows for the year 1927-28:-

Roman Catholic	- 42	residential schools: enrolment	3822
Church of England	- 20	" " : "	1508
United Church	- 13	" " : "	1300
Presbyterian	- 2	" " : "	165
Total	- 77	residential schools: enrolment	6795

The expenditure for Indian education from Parliamentary Appropriation for the fiscal year ended March 31, 1928, amounted to $2,035,375.10, as follows:-

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Indian Education Expenditure Yr 1927-28

PROVISIONS FOR DESTITUTE INDIANS	CARE OF DESTITUTE INDIANS	SEED AND IMPLEMENTS	MEDICAL ATTENDANCE AND HOSPITALS	MISCELLANEOUS					NO. OF CHEQUE	DR.	CR.	BALANCE DR OR Cr	BALANCE
		Day Schools	Residential Schools	Ex-pupils	Special Expenditure	Tuition	Freight Expenses			Stationery	Miscellaneous		Total
Nova Scotia		15 14715	1100420			12 10395				31298			38 56828
Prince Edward Is		62066				7450				2653			72169
New Brunswick		21 76929			99510	60817				193153			25 30400
Quebec		115 74404				371639	250			271104			122 14397
Ontario		45 80303	217 88855		125	587444	51136			951433	36605		280 08276
Manitoba		64 04576	185 24244	18009		23797	83879			414111			254 68616
Saskatchewan		36 73956	427 79830	4398		1170	98446			534399	103057		473 11086
Alberta		132813	261 11283	17785		16	78185			433454	44521		273 20336
British Columbia		52 61881	447 67046	7233	251930	55504	46903			692024	31010		511 13531
Northwest T.		10 2200	31 91985				26578			113245			34 34008
Yukon		3855	16 41196				2046			1112			2 04985 4
		358 66343	1599 04859	147425	363940	2435646	407423		36	37986	615888		2033 79510
						Less am't refunded from Vote 535 re Flat Increase							420
													2033 37510

The expenditure shown above was augmented by the contributions made by certain Indians whose tribal funds have for many years been used to meet the cost of schools upon their reserves. During the past year the total expenditure from this source has been $62,215.18. The table following gives the details of the charges.

The contributions from the Interest Account of the Trust Funds were for current expenses, salaries of teachers, minor repairs and tuition grants. The expenditure from Capital was for repairs to day school buildings on the Six Nations Reserve and for a new classroom and teacher's residence at the Dokis Indian Day School.

It is of interest to note that this statement will not be found in any future report. Parliament has provided appropriation for the fiscal year 1928-29 to meet the charges heretofore borne by Indians. Free education for the Indians was definitely imposed by treaty in some provinces and by usage in others and as the only exceptions to the general rule were made in the case of Indians of the Provinces of Ontario and Quebec who were fortunately in possession of tribal funds, it seemed discrimination to refuse to extend to them the bounty of the Government in this regard. The undersigned, therefore, recommended that in the future the education of these Indians should be carried on without cost to them. You heartily approved and Parliament has granted the necessary funds. I am, therefore, able to state that Canada now has established a system of free education for its Indian wards.

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1-1-1

Ottawa, October 20th, 1928.

Sir,-

With reference to official letter of May 12th last in connection with the Aklavik C. of E. Day School, I enclose the return for the quarter ended March 31st, 1928. As you were informed in the above mentioned letter, this Department has been allowing a grant of $3.00 a teaching day at this school and we have, therefore, issued and forwarded a cheque for $174.00 - this is in payment of 58 days in the March quarter at the rate stated above.

It is understood that you will be responsible for payment at this school from April 1st last and this Department will, therefore, make no further payments on account of this school.

Your obedient servant,

Russell T. Ferrier

Russell T. Ferrier.
Supt. of Indian Education.

ENC.

O. S. Finnie, Esq.,
Director,
N.W.T. & Yukon Branch,
Dept. of the Interior,
O t t a w a.

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PHONES
EUCLID 6940
RES. PHONE EUCLID 8330-J

OFFICE HOURS
9 TO 12 AND 2 TO 5
EVENINGS BY APPOINTMENT

D. M. LIVINGSTONE
DENTIST
SUITE 208
100 WISCONSIN AVE.
OAK PARK, ILL.

Oct 26 30

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PHONES
EUCLID 6940
RES. PHONE EUCLID 3330-J

OFFICE HOURS
9 TO 12 AND 2 TO 5
EVENINGS BY APPOINTMENT

D. M. LIVINGSTONE
DENTIST
SUITE 505
100 WISCONSIN AVE.
OAK PARK, ILL.

D. M. Livingstone

1-1-1.

Ottawa, October 27, 1928.

Sir:

I have your letter of thr 22nd instant, asking for information concerning the Indian schools of Canada. The Department is sending to you, under separate cover, copy of our last Annual Report. The tabular statements (page 52) will answer the first four questions you raise: the literary matter on page 12 has reference to the religious training, in that the association of the Churches with the State is indicated: on page 11 will be found a statement concerning the medical and dental care of pupils at our schools.

Your obedient servant,

Russell T. Ferrier,
Supt. of Indian Education.

Dr. D. M. Livingstone,
Suite 205,
100 Wisconsin Ave.,
Oak Park, Ill.,
U. S. A.

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CANADA

Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 2)
School Files

DEPARTMENT OF INDIAN AFFAIRS
CANADA

DEPT OF INDIAN AFFAIRS
OCT 25

October 22, 1928.

Memorandum:

MR. MacKENZIE.

RE: EDUCATION
YUKON INDIANS

Education of the Indians has made some progress, in spite of the nomadic habits of the natives and geographical difficulties. As early as 1858, missionaries accompanied the Yukon Indians in their hunting and later established missions and schools. At the present time, the Church of England in Canada is associated with the Department of Indian Affairs in the conduct of nine day schools. Only three of these are kept open for the entire academic year. The Department of Indian Affairs provides salaries for the teachers and classroom equipment. There is also an Indian residential school at Carcross. This is owned by the Department of Indian Affairs and is managed by the Missionary Society of the Church of England. A per capita grant is allowed by the Department for current expenses. At this school, boys and girls are given vocational as well as academic training. The boys are taught carpentry, blacksmithing, gardening, etc., and the girls are given a thorough training in general domestic work.

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October 23rd. 19 8.

Dear Mr. Gibson,

Referring to your request to have Chapter 12 of the pamphlet issued by you in 1926 on The Yukon Territory Revised, I have looked it carefully over and would suggest changes only in paragraphs 6 and 7, the last two of the portion dealing with Indians.

I am attaching hereto a statement which I would substitute for these two paragraphs. The rest of the article is quite appropriate.

You will note a typographical error in the spelling of "Dawson" in the 6th. paragraph.

I have not, of course, dealt with the paragraph concerning Eskimos.

Yours very truly,

D.C.I.

R. A. Gibson, Esq.,
Assistant Deputy Minister
of the Interior,
Ottawa.

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DEPARTMENT OF TRADE AND COMMERCE

CANADA

ADDRESS ALL COMMUNICATIONS TO
R. H. COATS
DOMINION STATISTICIAN
OTTAWA

CMM.

DOMINION BUREAU OF STATISTICS

Ottawa, [illegible], 1928.

Dear Sir,

In reply to your letter of October 17, addressed to the Department of the Interior, I have transferred your inquiry with regard to information concerning the teaching of Indians in Canada to the Department of Indian Affairs.

The Canada Year Book, 1927-28, is for sale by the King's Printer, Ottawa, at a price of $2.00 per copy, but students are allowed to purchase a copy at a special rate of Fifty Cents.

Yours very truly,

[illegible]

Dominion Statistician.

John N. McLellan, Esq.,
South West Margaree,
Inverness Co., N.S.

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THE UNIVERSITY OF LIVERPOOL

January 13th 1929

Dear Sir,

I am anxious to make some enquiries of an educational nature with respect to the work of the children in the native Reservations in various parts of the Dominion.

I should be most grateful if you would be good enough to send me the names and addresses of the educational officers to whom I should write for further information.

The particular enquiry is in regard to the training of young children.

(6001)

Yours faithfully
J. M. Parker

The Secretary
Dept of Indian Affairs. Ottawa

THE RIGHT TO BE AN INDIAN.

If Senator King's demand that the Senate investigate the living conditions of American Indians helps to direct public attention to the necessity of a complete overhauling of our Indian policy it will be useful There is already much material at hand about the Indian problem. Not only is there the voluminous report of the Institute for Government Research, which sets forth in 800 pages or more the studies by experts, but there are previous recommendations of members of the Board of Indian Commissioners and of distinguished authorities on Indian affairs like Dr. Warren K. Moorehead of Phillips Academy, Andover, which are as pertinent today as when they were made.

The time has come to consider a question of principle. Is it right to continue the policy of trying to de-Indianize the Indians and make white men out of them? One school holds that only thus can the Indians be prepared to look out for themselves in the modern world. They have ultimately to compete with the white men in the white man's country. Hence they must be given the white man's education and taught to accept the white man's civilization The ultimate outcome will be amalgamation or disappearance

The other school holds that the policy of "civilizing" the Indians means extermination. It points to the difficulties of adjusting a primitive people to a highly complex modern civilization. It contends that in the process the Indian's morale is broken: that the white man's efforts to eradicate the Indian's religion strikes at the root of his being; that contact with white men has introduced vices and diseases; that the white man's school system has made the Indian dissatisfied without preparing him for life as he must live it. It demands in the name of the Indians the right to choose the form of life which they will lead within their reservations.

Once this question of broad policy has been decided, there are countless details of administration to be studied. One of the most practical things that Senator King's commission could do would be to adopt the suggestion of Dr. Moorehead and study the Indian policy of the Canadian government. Theirs is simpler and more successful than ours. It is not so overwhelmed by red tape It recognizes the necessity of better pay for the administrators. It does not seek to make white men out of the Indians overnight. It depends on specialists who are outside of politics. It is based on constant consideration for the Indians' needs rather than for the white men's convenience. Such a system may not be completely adaptable to our own case But its study in connection with framing legislation for the reorganization of the Indian service could not but be helpful The need is for simplification and efficiency and for a greater recognition of the natural rights of the Indian to have more of a say about his own future.—New York Times.

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Indian Affairs. (No 20, Volume 6001, File 1-1-1, part 2)
School Files

1. Mr. Downing
2 Mr. Paget

Ottawa, February 1, 1929.

Sir:

I have your letter of the 13th instant, with reference to the education of Canadian Indians. I am sending, under separate cover, a copy of a recent annual report. You will find, on pages 12 and 52, statements and tables in connection with the educational activity of this Department. If you have any questions, I shall be glad to give additional information.

Reports sent 2/2/29

I note that you are particularly interested in the drawings of young children. In 1925, the Department made a collection of original drawings, which portrayed the independent thoughts, longings and humour of the young native mind. Landscapes and other common themes were not included. The Department asked principals of Indian schools for themes showing the child's mind at play, his humour, his fears and his fairy world. This collection was forwarded to the Royal Geographic Society of Belgium, 116 rue de la Limite, Bruxelles. It is possible that you might be able to see this collection.

Your obedient servant,

J. D. McLean,
Asst. Deputy & Secretary.

G. W. Paget, Esq.,
The Department of Education,
University of Liverpool,
22 Abercrombie Sqr.,
Liverpool,
England.

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Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 2)
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DEPARTMENT OF INDIAN AFFAIRS
CANADA

February 1, 1929.

MEMORANDUM:

On File 107-1-1 there are two interesting communications on the subject of Indian education for central Saskatchewan Indians. Rev. Mr. Hives, Principal of the Lac la Ronge Indian Residential School, in his letter to Commissioner Graham, is strongly in favour of an educational institution in the vicinity of Prince Albert, to be a centre of Indian farming. Lac la Ronge, Onion Lake and the MacKay Residential Schools, plus the northern day schools, were to be feeders for this institution. Bishop Lloyd, in a letter, agrees that hunting and fishing no longer hold out any prospect of a livelihood for the Indians in question. He thinks the present residential schools are not adequate and would like to see the graduates placed on a farm colony on the John Smith's Reserve. Young men should be given assistance with their farming and should be encouraged to marry girls who, under the supervision of a matron, would be trained to look after the cottages.

D.J.D.

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Give a boy a purpose in life &
he is no longer a problem

("One fact borne in upon us by our march
progress in recent yrs is our realization
life is a unity — you cannot send
a boy's head to sch, his body to playground
& heart & his friendships to his rd to sch")

Truro, N.S. — a United Ch home of
6-16 yr old girls. Wonderful success
- United Ch also begin a boys farm in
Ont. of the "near-bad" taken up in
police court cases.

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Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 2)
School Files

Copy for
Organ 150-6.

February 16, 1929.

Memorandum:

DR. SCOTT.

With reference to the proposed changes in the educational sections of the Indian Act, I wish to recommend that

1. Section 10 (1) be amended to include children in their 16th year, i. e., compulsion from the 7th to the 16th birthdays.

2. Section 98 (1) (F) be amended to conform.

3. Section 194 (2) (F) be amended to conform.

4. A subsection (4) be added to Section 10, so that the provisions of the section may apply to the 18th birthday in the case of any particular Indian child who, in the opinion of the Superintendent General, would be granted a decided disservice if discharged from industrial or boarding school at an earlier age.

In explanation of my 4th recommendation, I wish to state that, in a few cases, the Department has found it advisable to bend every energy towards keeping in a residential school a pupil who should not be placed in the custody of the parent or parents at the ages of 16 or 17. I might mention two instances as examples. The Department refused to discharge Kathleen Clause from the Chapleau School, even after repeated requests from the father. The mother was dead and the father was a Six Nation Indian, who eked out an existence, begging, etc., in the streets of Hamilton. In another case, the Department refused to send Aggie and Christie Olson, two attractive and accomplished 17 year old pupils at Brandon, to the mother, a Brokenhead woman, who wanted her daughters to join her in a life of prostitution. In these cases, the Department and the churches managing the schools had a moral obligation to thwart the efforts of an irresponsible parent. The proposed section would give power to keep such children in school until they had reached their 18th birthday. At this age, they would be better able to choose wisely for themselves.

5. The words "to the maintenance of such school or" be deleted from Section 9 (6).

Supt. of Indian Education.

Poor copy

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Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 2)
School Files

1-1-1

Copy for

The present Superintendent General of Indian Affairs has taken a lively interest in the education of the Department's wards. Parliament has been asked for larger appropriations in order that improvements could be made in the Indian school service. Many new buildings have been erected, better equipment has been provided and teachers with higher qualifications have been secured. The policy of more thorough inspection of classroom activity has been extended by the engagement of the services of public and separate school inspectors in the four western provinces. Further, special efforts have been made to promote better vocational training courses.

A feature of Indian educational work in Canada is the cooperation of the churches interested in the evangelizing of the Department's wards. The Honourable Mr. Stewart has continued and strengthened this association by his liberal policy. An important factor in the programme is the residential school, where vocational training can be made effective. There are now 80 of these institutions in Canada and, at the present time, one is being established in the Maritimes to educate the orphan and neglected Indian children there.

The cost of educating Indian children in some parts of Canada was definitely imposed on the Federal Government by treaties. In other parts of the Dominion, also, the State has accepted this obligation. However, certain bands in Ontario and Quebec still paid from their own funds part of the expenses of conducting their schools. A year ago, the Government extended the system of free education so as to include all Indian children.

Draft. To be incorporated in article re the Stewart interview - administration of Indian Affairs 8/7/11 1910

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File 1-1-1, part 1	Headquarters - Schools - General.	1879 - 1905
File 1-1-1, part 2	Headquarters - Schools - General.	1904 - 1928
File 1-1-1, part 3	Headquarters - Schools - General.	1928 - 1936
File 1-1-1, part 4	Headquarters - Schools - General.	1922 - 1941

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KODAK SAFETY FILM

NO 1-1-1

Department of Indian Affairs

Vol. 3.

Schools

General Correspondence

FEDERAL RECORDS
27/23

PROGRESS IN INDIAN EDUCATION

For many years Canada has held a high record for the care of her Indian population. It has been frequently said by men of other lands that she secures greater results in the handling of her aborigines from a smaller per capita expenditure than any other nation; but, however gratifying, however deserved at the present time, such testimony may be, all connected with the Department of Indian Affairs realize that perfection is yet a long way off and that it is only by ceaselessly going forward that Canada can keep pace with the demands of the situation. During recent years, therefore, and particularly during the past three years under the direction of Hon.Charles Stewart, Superintendent General of Indian Affairs important changes have been effected in improving all Indian schools in regard to [redacted], buildings and equipment, and the standard of academic and vocational work.

The Government of Canada holds large funds in trust for the Indians, the income from which is used for their benefit, but as the treaties or agreements with the various tribes were made at different times over a period of two hundred years the terms are not all the same. Some of the bands in eastern Canada were allowed to devote part of their income to provide schools. This was done to the amount of $63,000 per year, whereas in western Canada the Government has provided schools without drawing on the trust fund. In order to put all Indians on an even basis the Department now supplies the total cost of schools. Trust-fund moneys are devoted to objects of a municipal character, such as drainage, sanitation, hospitals, etc. Indians are not yet enfranchised

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CANADA

in Canada but the expenditure of these funds on work for the band is carried on, so far as possible, through the band council, in order to give the Indians a training in citizenship.

Secondly The buildings for schools for the training of Indian children have not been as commodious, nor the equipment as efficient, as in the case of schools for white children. This was due to the fact that, generally speaking, the buildings had been erected by the various churches co-operating with the Government and their missionary funds did not permit them to put up buildings as ~~good as the case required~~ Working steadily from year to year the Department has been replacing these old structures by modern standard buildings, well lighted, sanitary, and protected against fire. This has applied both in the case of residential schools and in that of day schools. For the latter, buildings have been designed which, in addition to the school room, contain a house for the teacher and his family.

The academic work in these schools, both day and residential, has ~~been~~ steadily advanced and the text books, classification and curricula, now conform to the stand. of the province in which the school is situated. Just lately another step forward has been taken in arranging that the schools shall be regularly inspected, as regards academic work, by provincial inspectors. In this way the Department will have the benefit of the judgment and constructive criticism of men inspecting white schools and the teaching kept abreast of the latest advances in education.

In the residential schools vocational work - half day in class room and half day in field or workroom - has been the rule and this will be continued. In the day schools special attention is now being given to school gardens, also

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Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 3)
School Files

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to school fairs, where garden products grown by the pupils and articles made by them are exhibited. For the girls instruction is given in sewing, cooking and housework, including the preparation and serving of the mid-day meal in the school, which is now so generally a feature of Indian day school work.

The aim of the Department of Indian Affairs is not to turn an Indian into a white man in one generation but to enable him to become a more efficient Indian, able to take hold and make a living for himself and family in the locality where he resides, and gradually to lead him tofull economic independence and citizenship. ?

Prepared at the direction of Dr.Duncan C.Scott, Deputy Superintendent General of Indian Affairs, by Mr. R.T.Ferrier, Superintendent of Indian Education.

Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 3) School Files

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CANADA

MS. E.D.201 (1204)

DEPARTMENT OF THE INTERIOR
CANADA

OFFICE OF THE SECRETARY.

Editorial Division. OTTAWA, 6th November, 1928.

MEMORANDUM.

Dr.Duncan C.Scott,
Deputy Superintendent General,
Department of Indian Affairs,
OTTAWA.

Attention - Mr.Ferrier.

Herewith I send an article of about 750 words based on our conversation of a few days ago. This article deals with the educational question on broad lines and the idea is to follow it during the winter by another going into the details of numbers and kinds of schools, numbers of pupils, etc. I should appreciate your kindness greatly if you would go over this, as soon as convenient, and make any necessary corrections and submit it to Dr.Scott for his approval for publication.

I have nearly finished reading the report of Secretary Abbott of the U.S. Commissioners on "The Administration of Indian Affairs in Canada", and will return it to you safely when I have completed my study. It is a wonderful testimonial and you will notice I have worked a little of it its spirit into my opening paragraph.

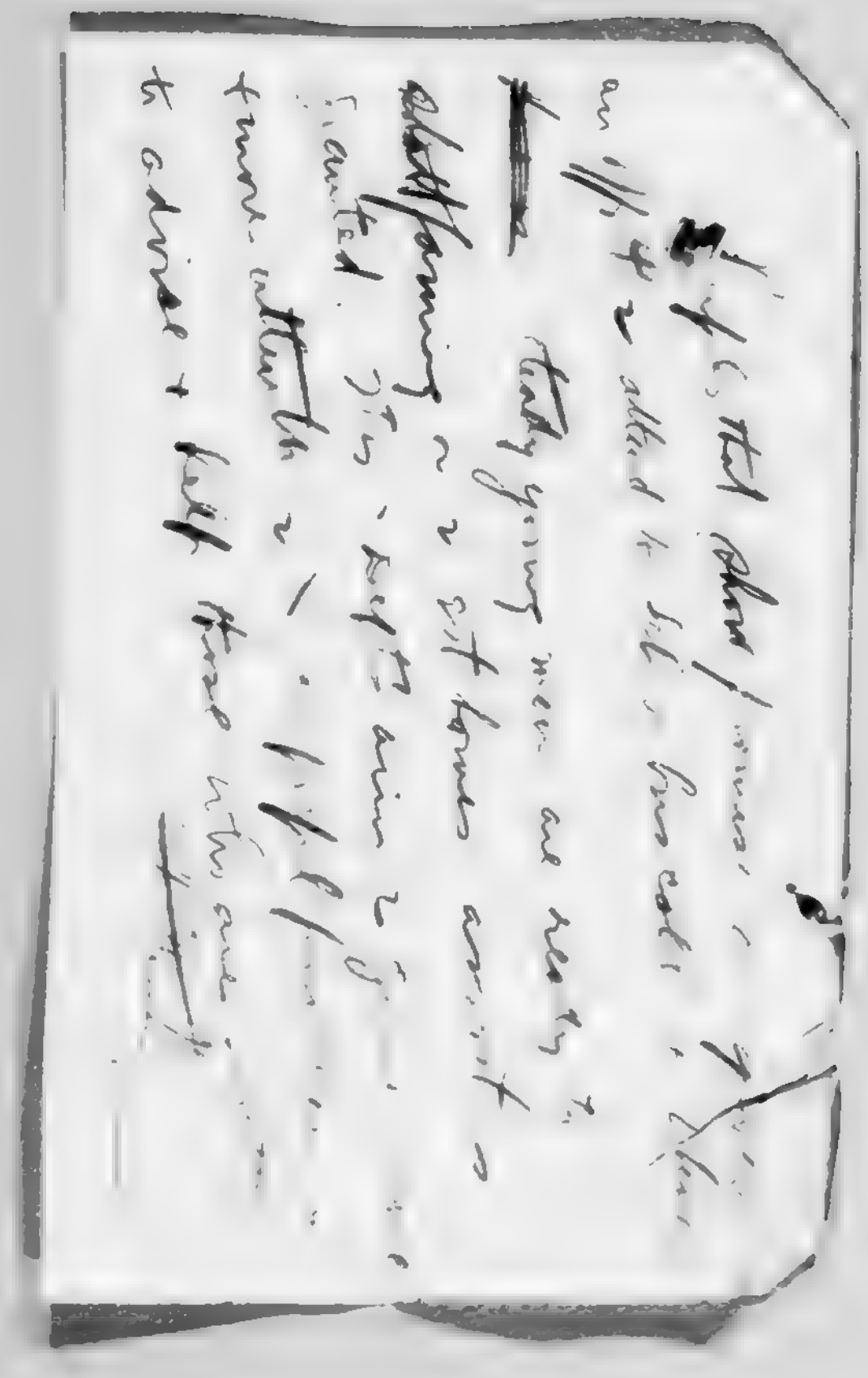
Yours, James Lawler

James Lawler,
Departmental Edi

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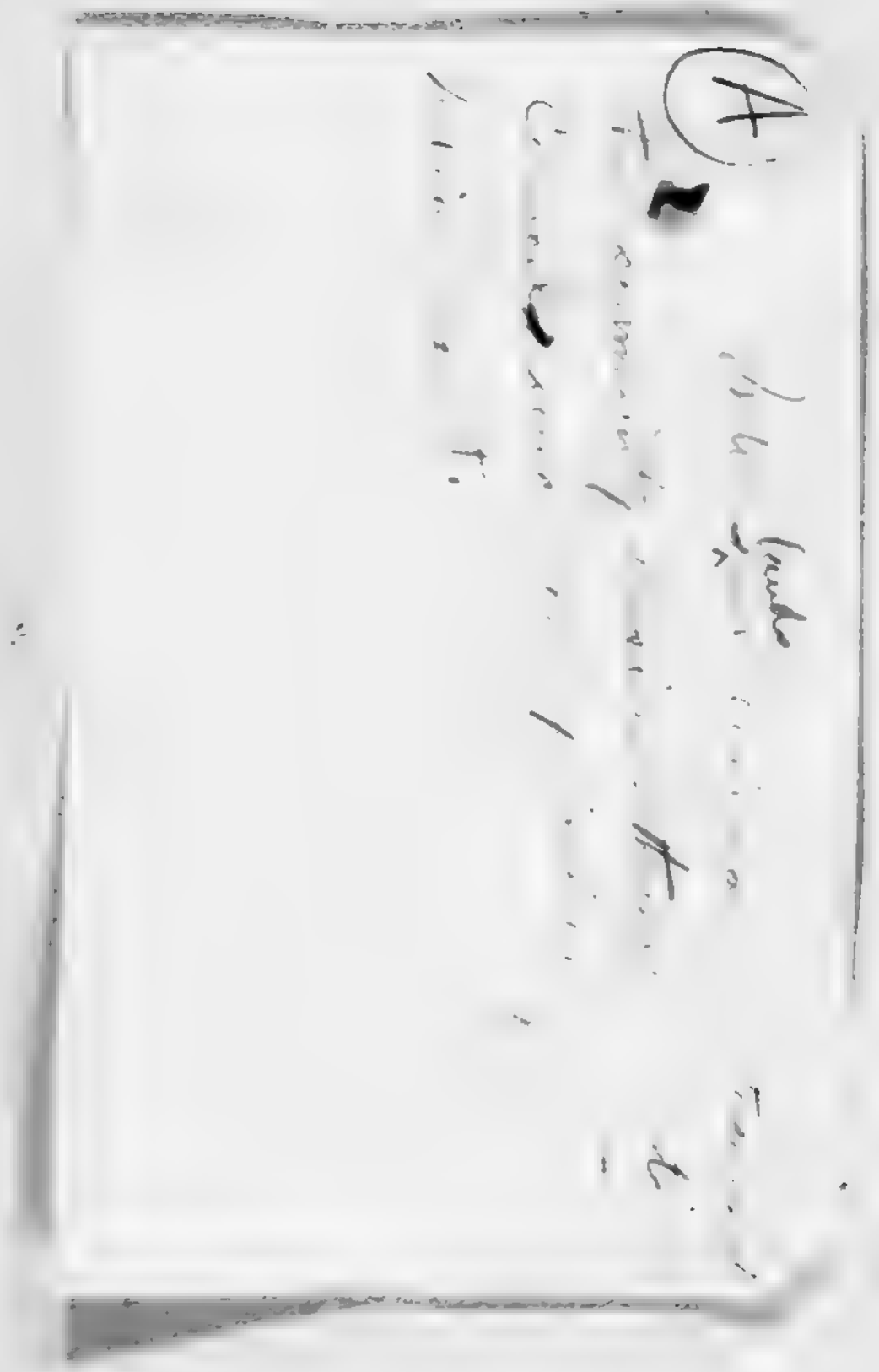
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CANADA

Re : Rév. Canon Edouard Matheson, O.M.I.
Fort-Norman, via Island Falls,
Fairbanks, Ontario.

Monsieur T. Perrier, Surintendant de l'éducation,

Monsieur,

J'ai reçu votre lettre du 29 mars, 1923 le [illegible]

Je vous remercie des renseignements que vous me donnez; ils [illegible] tiraillements pour le moment et pardonnez-moi tout le trouble [illegible] crisse vous avoir causé. Quand j'irai en civilisation, vous [illegible] pour plus amples détails.

Votre rapport annuel de l'année 1927 ne m'est pas parvenu [illegible] sur la lettre du 28 janvier courant je vous demande [illegible] voudrez sans retard votre rapport de l'année 1926 [illegible] Veuillez donc immédiatement faire votre nécessaire [illegible] faire le rapport en français ou sans temps ou [illegible] pas d'excuse possible pour votre départ[illegible] où les deux langues ont les mêmes droits.

Je suis, Monsieur, votre tout dévoué [illegible] et reconnaissant,

Edouard [illegible]

Indian Affairs. (RG 10), Volume 6811, File 1-1-1, Part 3)
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CANADA

Re : Rév. Jean Edouard Goillon, O.M.I.
Fort-George, Baie James,
via Island Falls, Ontario.

Monsieur le Sous-Surintendant,

Veuillez donc me faire parvenir de suite le mandat
indiennes de l'année 1922.
Vous m'avez envoyé celui de l'année 1923,
Veuillez me croire, Monsieur votre tout dévoué,

Indian Affairs. (RG 10, Volume 6772, File 1-1-1, part 3)
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CANADA

Ottawa, 9 mars 1929

Rév. P.Edouard Meilleur, O.M.I.
Port Georges via Island Falls
James Bay, Ont.

Révérend Père,-

J'ai bien reçu votre lettre du 1er. février dernier et je regrette d'apprendre que le rapport de l'année 1927 ne vous soit pas arrivé.

Le rapport de 1928 est actuellement en préparation et aussitôt qu'il sera prêt une copie française vous en sera adressée.

Votre tout dévoué,

Russell T. Harris

Surintendant de l'éducation des Indiens.

J. Lemire

PUBLIC ARCHIVES
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Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 3)
School Files

1-1-1

Canadian Indian

The principal of one of our Indian schools says: "The weakest point in all our Indian work is the one-roomed house or hut in which so many of the families live. When Booker T. Washington began his great work in the South, he travelled for months among the negroes to decide where to focus his energy, and he was emphatic that the one-roomed dwelling-place must go. Evils, all but impossible to combat, which will not allow the mass to come forward, originate largely from a family living in a one-roomed abode."

Another pressing problem as he sees it is the great lack of responsibility on the part of the adult Indian. The objective of the government and missionary alike is to make the Indian a worthy citizen, and he cannot be that without shouldering responsibility and taking his own share in the upkeep and education of his family. Are he and his children getting too much for nothing? Free land, free farm instructor, free teacher, free doctor, free missionary, no taxes of any kind, no payments on school buildings, very little to church. Some are beginning to have some wealth, good houses, and better farms. It is right that they should also have an economic sense of the value of what they receive, and cultivate thrift and responsibility.

Our Indian schools are meeting just such problems in the best way possible by the contact of Christian men and women with the young folk of the race.—*Mrs. Charles Clark, 15 Dinnick Crescent, Toronto, Ont.*

Missionary mar/29

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CANADA

Archdiocese of Vancouver

CHANCERY OFFICE
646 Richards Street,
VANCOUVER B. C.

MAR 8 19[illegible]

The Honourable
The Deputy Minister
Indian Department
Ottawa.

Honourable and Dear Sir,

I should be much obliged if you would kindly have forwarded to me a copy of the Report on the administration of Indian Schools, and Missions and the Annual Return to the Province of British Columbia with best wishes,

Yours,
for Archbishop

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CANADA

Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 3)
School Files

March 12, 1929.

Dear Father Griffith:

I have your letter of the 28th ultimo, and I am enclosing a copy of the Department's latest report. On page 11, you will find literary matter which has reference to Indian education in Canada and on page 52, tabular statements listing the day and residential schools and giving information concerning their enrolment, etc.

You will note that there are in British Columbia 42 Indian day schools. These are conducted by the Department, in cooperation with the three Churches interested in the evangelizing of the natives of the province, viz.: Roman Catholic, United Church and Anglican. The Department provides buildings in most cases and whatever equipment and repairs are required from time to time. The teachers' salaries are paid by the Department. The residential schools, which are a very important factor in the Department's programme in British Columbia, number 16. 9 are conducted by the Roman Catholic Church, 5 by the United and 2 by the Church of England. The Ahousaht, Cariboo, Christie, Kitamaat, Port Simpson, Squamish and St. Mary's Institutions are church-owned and the Alberni, Alert Bay, Coqualeetza, Fraser Lake, Kamloops, Kootenay, Lower Island, Sechelt and St. George's Schools are owned by the Department of Indian Affairs. In the case of even the church-owned schools, the Department has assisted from time to time with the capital expenditure. These British Columbia residential schools are shown in the table on page 61 - the post office address, church control, name of principal and attendance record are given in each case.

To both Church and State owned residential schools, the Department pays a per capita grant, based on the average attendance of Indian children. This per capita grant is for the purpose of meeting the current expense. In some cases, church missionary societies or orders supplement this grant, if found necessary from time to time. There is also enclosed a copy of the Auditor General's report for this Department, showing the expenditure at the Indian schools. On page 42, you will find detail concerning the day school expenditure, and on page 33, that for the residential schools.

Encl. 2.

Yours very truly,

J. D. McLean,
Acting Deputy Superintendent General.

Rev. A. Griffith,
The Chancery Office,
646 Richards St.,
VANCOUVER, B. C.

PUBLIC ARCHIVES
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CANADA

Justices, Dominion
Toronto, Ont.

Mr. [illegible]
Ottawa, Canada.

Dear Sir,

Would you kindly send me some information re the Indian Schools and Missions? I would like to know how many, where the boys & girls come from, what they do, etc. I am to write an examination with a junior Missionary [illegible] to visit Brandon Industrial School Thanking you, I am

(Mrs. N. W.) Evelyn E. Thompson

PUBLIC ARCHIVES
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CANADA

1-1-1.

Ottawa, April 8, 1929.

Madam:

Your letter of the 25th ultimo, addressed to the Honourable the Minister of the Interior, requesting certain information relative to Indian schools in Manitoba, has been transferred to this Department for reply.

There were in operation during the fiscal year ended March 31st, 1928, 43 day schools, 10 residential schools and 2 combined white and Indian day schools. There was an enrolment in the day schools of 1246 pupils, in the residential schools 1028 pupils and in the 2 combined schools 20 pupils, or a total enrolment of 2294 pupils. There was an average attendance of 1626 pupils, being a percentage of 70.88 of the number enrolled.

These schools are for the most part situated around Lakes Winnipeg, Manitoba and Winnipegosis. All these schools are conducted under the auspices of the various religious denominations interested in Indian work, viz., United Church, Presbyterian, Anglican and Roman Catholic Churches.

Free education for the Indians was definitely imposed by treaty in Manitoba, and Indians are provided with education in that province without any expense to themselves.

I am forwarding to you, under separate cover, a copy of the last annual report of the Department for the fiscal year ended March 31st, 1928, and would refer you to Pages 11 to 14 and Page 22 of Part One, also to Pages 55, 56, 59, 62, 63 and 64 of Part Two, where you will be able to obtain particulars regarding the Indian schools conducted by this Department in Manitoba.

I am also forwarding a copy of the Auditor General's report and would refer you to Pages 29, 30, 39, 40 and 41, which will show the expenditure incurred for each of these schools during the fiscal year 1927-28.

Your obedient servant,

Russell T. Ferrier,
Supt. of Indian Education.

Mrs. N. W. Thompson,
Justice,
Man.

PUBLIC ARCHIVES
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CANADA

Fitting the Indian In

SECRETARY
DEPARTMENT
OTTAWA,

Being an account of what some "Good Indians" are doing on the land.

By JAS. A. DONAGHY

A QUESTION often asked is: "Is it worth while spending so much money upon the Indians in an attempt to make self-supporting farmers out of them?

There are a great many who answer in the negative, declaring it to be a waste of funds. They say we are trying to fit a round peg in a square hole, which cannot be done. While there may be a grain of truth in the peg-and-hole idea, yet, the majority of those who give expression to that opinion are far out at sea, or are wandering in a strange land about which they have read but little. Perhaps the present system is not perfect, but that is true with most business systems, they are continually being improved. There may be some truth in the statement that the Indian is a round peg, and our mode of living is the square hole, and it may be necessary to make some rearrangement if a fit is to be assured. This solution appears to be found in the words of an Indian Missionary across the line. "Too much money and time are being wasted trying to make white men out of the Indians, instead of making good Indians out of them."

That great strides have been taken cannot be denied, and looking over the changes that have taken place in two or three generations we ought to feel that our resources are not being wasted. On the other hand we must remember there are sections and some of our cities in which the white people are making no progress financially, socially, or spiritually, and the opportunity has been at their door for many years. Not very long ago the Indians were millionaires, and naturally did not feel the necessity of working. No person in that position does. Food and material for tents and clothing abounded on all sides, they simply had to go out and bring it in as required, like cashing a check. But the bank broke, and the huge supply of food disappeared; the buffalo was almost exterminated by the whites. Like many bankrupt millionaires of today in Florida, they must work or go hungry. With the old-timers this goes hard, but the Indian Department and the churches working together take the young children before they have felt the influence of their environment to any extent, and place them where they are fed mentally and physically to fit them to face an altered Indian world. All are not classed as successful, but the leaven is at work, and a glance over some of our big reserves will astonish those who are not acquainted with what is being done. Manitoba used to possess a few large farms known as "Bonanza Farms," owned by white men, but the body seemed to be too large for the brain, and they were short-lived. But what the Indians on some of the large reserves in Alberta are doing is nothing short of "Bonanza farming," and they are "making it go." Their acreage is enormous, and their methods are up-to-date.

These people, working upon a large or small scale, are guided by an overseer known as a Farm Instructor, whose duty it is to arrange all farming operations so that their efforts are not wasted. Seed is selected subject to his approval. He supervises the preparation of the land, and sowing of the crop. In fact, he is to the Indian farmer what The Nor'-West Farmer is to thousands of white people a source of information upon all farm topics, from setting a hen, upwards. They are prevented by this system from

> making the blunders so often found among white farmers, for they are kept from making rash deals for articles they have no real use for. And it also prevents unscrupulous men from unloading useless articles upon these unsuspecting people. So one of the great leaks is thus stopped. And, as they are minors in the eyes of the law, any such deal put through without the sanction of the Indian Department is a debt that cannot be very well collected.

As the Government is his guardian, naturally it handles his money. All grain tickets pass into the hands of the Indian Department, which does his banking, and advances money as he requires it during the winter. It will be seen that this system works for the good of all concerned. The Indian has the backing of the Government, and at the same time the stores know that their bills will be paid out of the man's crop as far as it will go. A white man may decide to pay fifty per cent. and hold the rest, but the Indian's debts are paid in full if he has the money to his credit. So, while he cannot be sued for debt, he is a much safer risk than many white men. But all his business is not so controlled. He makes a lot of money trapping, or digging out wolf pups in the spring, for which he receives a bounty of two dollars per head. I have known an Indian to lure a man to put in his crop while he went "digging wolves," and in three weeks he got ninety-eight. Money earned outside of farming operations is in their own control, and is used in payment of what we may call "debts of honor," contracted without the sanction of the Department, and though they may sometimes be slow in settling, they are absolutely sure. Indian honesty still stands.

On the Swan Lake reserve the visitor will see as fine work-horses on the farms of Chief Matonse, Chas. Tanner, John Cameron, or Joe Tait, as he will see on the average white man's farm. Last year Chas. Tanner had a good yield of very fine wheat, and other grains besides, and now considers himself to be on "Easy Street." The other men have also done well. Their wives raise large flocks of poultry, including ducks and geese, and also look after the gardens.

With no ordinary taxes to pay, and education provided free, school taxes are unknown, the reader may think I am describing the long sought Utopia. Well, for the Indian it is, if he has any ambition at all. We are giving these people the greatest opportunity imaginable, and a real square deal, although frequently we hear that we are not doing so.

The accompanying photo shows a large steam thresher outfit owned by the Indians operating it on the Swan Lake reserve. They were working their farms at that time without a supervising Farm Instructor to direct them, but they understood the outfit from engine to blower. They have grasped the new idea necessary to overcome the lack of hunting and trapping privileges. Naturally, their mode of living has undergone quite a change, and they are gradually conforming to the "square hole" which some expect them to fit accurately in the near future. But it may be necessary for us to remember that these people are still Indians, and have their own national songs, dances, and traditions, and it may be necessary rather to fill in some of the sharp corners of the square hole a bit, and not demand that they become exactly similar to white people but rather fill their place better by becoming "good Indians." Not the "dead" kind we used to hear about, but real live farmers whose crops will require many trains to carry them out of the country.

But they still have a deep regard for their old traditions and certain dances. Can they be blamed? Perhaps we will see yet how to preserve these national customs that are fast dying out, and at the same time make "good Indians" of these people. It is just as unfair to judge them by the wandering element we meet with occasionally as it is to judge the white people by the members of their race who tour the country on the bumpers of freight trains. Give the Indian a fair chance, and he will give you a fair return for the interest you have taken in him.

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Readers' Forum

Are Our Indians Being Cared For?

To the Editor of The New Outlook:

Dear Sir,—The newspapers have given quite a little publicity to stories of sickness and suffering among our northern Indians, and as I have lived among these people for the past thirty five years, and have some knowledge of the conditions under which they live I would like to try and give the public at least one side light on the situation.

Some criticism has been expressed as to the sickness among these northern Indians.

Now, from the standpoint of a missionary, I have no adverse criticism of the Department of Indian Affairs, because we, who represent the Churches, cannot take any better care of these isolated, wandering bush Indians, from a spiritual standpoint than the Department of Indian Affairs does from a physical one.

The isolated, scattered condition of these people makes the matter of caring for them almost an impossibility. Many a time I have thought that trying to reach those Indians was like the search of King Saul for the fleeing David "as a partridge among the mountains."

My experience has made me of the opinion that the Department of Indian Affairs was in the very forefront of our federal and provincial departments in caring for their sick ones. Observing settlers, fishermen and others I have often remarked, "The Indians are the best-cared-for people in the whole country." Wherever the Indians are accessible they are well-cared-for. Where they are inaccessible and uncared-for it is not the fault of the State or of the Churches.

One special aspect of this matter of the care of the Indians I would like to write about and that is the part that mission workers under all the Churches have played. During the best part of the past one hundred years mission workers have been attending to the physical as well as to the spiritual life of the Indians. Before "Treaty," was made these religious workers were on the job doing what they could and at their own expense. Since "Treaty" was entered into, the Department of Indian Affairs has supplied remedies and the mission workers have dispensed them. Many and interesting tales could be told of isolated mission workers doing wonderful work combating epidemics which swept bands of Indians. Equally wonderful and appealing stories could be told of how accidents were cared for, broken bones set, amputations made and so forth. Besides all this the steady work day by day of dispensing remedies, extracting teeth, caring for wounds and teaching—teaching by daily example and precept upon precept, the laws of life and clean living, and of how to prevent sickness and if it came how to care for it.

The question is oftimes asked, "Do Indian Missions pay?" Well! those who know best freely acknowledge that the biggest factor in the civilization, and general care and control of our Indians has been the work done by the Missions among them.

Koostatak, Man. F. G. STEVENS.

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DEPARTMENT OF
TRADE AND COMMERCE

CANADA

ADDRESS ALL
COMMUNICATIONS TO
R. H. COATS
DOMINION STATISTICIAN
OTTAWA

DOMINION BUREAU OF STATISTICS

Ottawa, May 13, 1929.

Dear Sir:-

Will you be so good as to bring the material of the enclosed clipping up to date i.e. to cover the year 1928.

Yours very truly,

M. C. Macleod

Chief of Education Statistics.

per S.D.

Russel T. Ferrier, M.A.,
Superintendent,
Dep't. of Indian Affairs,
Ottawa, Ont.

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Ottawa, May 15, 1929.

Sir:

Replying to your letter of the 13th instant, I am returning herewith the clipping which you enclosed in your communication, with the correction made thereon in order to bring the material up to the end of the fiscal year ended March 31, 1928.

Your obedient servant,

Encl.

Russell T. Ferrier,
Supt. of Indian Education.

M. C. MacLean, Esq.,
Chief of Education Statistics,
Dominion Bureau of Statistics,
Ottawa, Ont.

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NATIONAL PARKS
MIGRATORY BIRDS CONVENTION ACT
HISTORIC SITES
TOWN PLANNING

J. HARKIN,
COMMISSIONER

DEPARTMENT OF THE INTERIOR

NATIONAL PARKS OF CANADA

OTTAWA

IN YOUR REPLY REFER TO FILE No. 157
W.B.H.-B

Dear Sir:-

Re: Bird Banding.

In connection with the Official Canadian Record of Bird Banding Returns, Kept at this office, it has been suggested that many more banding returns would be reported by Indians if they understood the purpose of indentification bands and the importance of reporting details concerning the recovery of each banded bird. Accordingly, I am asking you to help in this work by familiarizing the Indians with the purpose and results of bird banding.

The information that it is desired to give the Indians is as follows:

Through the voluntary efforts of persons throughout Canada and the United States, aluminum bands or rings are being placed on the legs of wild birds in an endeavour to obtain information concerning the migration and life histories of our native birds.

To avoid confusion, only one set of bands is being used in the two countries, and these bands are issued by the United States Bureau of Biological Survey, at Washington, D.C. They bear the inscription "Notify Biol. Surv., Wash.D.C." and a number, or a letter and number

It is important that any Indian, who finds a bird wearing one of these bands report the fact to the Indian Agent, who will then report all details to this branch. He should give the kind of bird, band number, date and locality of recovery, and information as to whether the bird was found dead, was killed, or was released alive still wearing its band.

To each Indian or Eskimo, reporting the recovery of a banded bird, the Government of Canada donates a bronze medallion. These tokens bear the inscription "From the Government of Canada" and are finished off in bright colours, that for the Indians showing a Canada Jay, and the one for the Eskimos a Polar Bear.

Those who

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Those who report returns, help to establish very interresting and useful information concerning the wanderings of the birds of which very much is being learned in this way. Every report of a banded bird helps. Many interesting returns have already been furnished through the co-operation of Indians, and we hope for a great many more.

It is hoped that the Indians have begun to realize that the protection, which is afforded to migratory birds by the treaty which exists between Canada and the United States, is resulting in the increase of our ducks and geese, so that the Indians will have much better hunting in the open season. It is also hoped that they have learned that spring shooting is very detrimental to the cause of bird protection in general and that they will cease to carry out this practice.

The geese and ducks from Canada go to the United States and spend the winter there. Years ago the people in the United States, where the birds winter, used to shoot them for market. There were no bag limits and in many places there was no closed season. Then when the birds were on their northward flight they were shot wherever they stopped to feed. In many of the States of the United States this was true, and even in parts of Canada.

Now, since Canada and the United States have come to an understanding, because the birds were getting so scarce, things have changed. There is an open season of the same length in all parts of Canada and the United States. In no part of each of these countries are the birds shot for longer than three and one half months. In the whole of the United States there is no shooting after the end of January. In the whole of the United States where our birds are in winter, there is no sale of birds allowed. Fines amounting to thousands of dollars each year have had to be paid by persons who broke the law, and long jail sentences have been given persons who shot ducks or geese for sale. As there is no shooting after the end of January, the birds are not bothered when they are mating before coming north to Canada to breed. If Canada and the United States had not agreed by this treaty to give the birds more care, by now there would be very few ducks and geese coming North in the spring, for they would have nearly all been shot to be sold. Since the treaty between Canada and the United States, the sale of birds has stopped, and spring shooting has stopped. The treaty made it possible for the United States to set aside big reserves where the ducks and the geese are not shot at all at any time of year. It is because of this treaty that ducks and geese come North now in bigger numbers than they did a few years ago.

Indians should remember that if the treaty had not been adopted, there would be hardly any birds left to come North.

All Canadians.

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All Canadians should do their share to see that birds are not shot in spring before they nest, to see that no birds are wasted , because they mean so much to our people, and to see that all banded birds are reported to the National Parks of Canada Branch, so that we may have more knowledge of the birds' migrations and habits and so be in a position to enact laws for the protection of these birds which are a national asset.

Indian Agents and other persons, reporting banded birds, will be informed promptly respecting the place and time of banding.

Your co-operation in this matter will be very much appreciated by this Branch.

Yours faithfully,

J.B. Harkin,

Commissioner.

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Indian

CONDITIONS IN INDIAN SCHOOLS ARE IMPROVING

Henry Conn, City Schools Inspector, Addresses Luncheon Club

An interesting outline of the present conditions existing in Indian schools was given to the luncheon club at this afternoon's gathering by Henry Conn, B. A., city schools inspector.

Mr. Conn took a very hopeful view of the present day trend in these schools and anticipated that within a short time they will be on a par with rural schools in efficiency of work. He mentioned the various difficulties contronted in teaching the Indian children, particularly that of frequent adverse home environment and the fact that English is seldom used in the homes, but in recent years better school buildings, better equipment and teachers and qualifications equal to those of the public schools were having the desired effect.

Make Progress

Jurisdiction of the Indian schools for the most part was in the hands of the department of Indian affairs and the management was generally very good. Much progress had been made in the last few years in co-ordinating the work in Indian schools with that in the public schools.

Phyeical matters in the past had made instruction very difficult especially when children came to school without breakfast as was sometimes the case.

The speaker excited some amusement when he described how the teacher is one of the schools on Walpole Island had persuaded the department to furnish cod liver oil for issue to the children and soon he hoped, facilities would be provided for serving one hot lunch daily to the children .

Sarnia Observer
June 21/29

DEPT. OF INDIAN AFFAIRS
JUN 28 1929
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New Indian Policy Uncle Sam Has a

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THE SATURDAY EVENING POST

By Ray Lyman Wilbur
Secretary of the Interior
As Told to William Atherton Du Puy

THE American Indian should be made self-sustaining, should be brought to full responsibility for himself, should be freed of his government wardship, should be merged into the industrial life of the nation. The administration of his affairs should be decentralized, the manner of his education revised, the Indian agent, with his abnormal powers, should cease to exist. The Indian Service should become one of those agencies of Government which will steadily become less important. In twenty-five years it practically should have ceased to exist.

The assimilation of the Indian has been a policy of the Government for a hundred years. Despite that policy, the Indian has remained a people apart, clinging to the old life, languishing into poverty as his former hunting grounds have disappeared. Yet the Indian stock is of excellent quality and can readily merge with that of the nation

To bring this about it will be necessary to revise the educational program into one of practical and vocational character and to mature plans for the absorption of the Indian into the industrial life of the nation. The Indian boy and girl will be given the normal educations of our American boys and girls. Indian schools shall in no respect partake of the nature of reform schools. He shall not be prepared for dependent ward-ship but upstanding and independent manhood.



He shall be prepared for a place in the workaday world and then that place shall be found for him

The Indian, obviously, constitutes a racial group quite different from the mass of the population. The United States has had a vast experience with racial and national groups Italians, Slavs, Scandinavians, Germans, have come to these shores, lived for a while as peoples apart, been absorbed into the mass. But the red man has remained a comparatively small racial group that has been relatively unaffected by that mother of us all, the melting pot. The original American is today the least American element in the population. He remains unassimilated because he has been isolated, held apart on his reservation, prevented from entering the great stream of American life.

The Red Man in a White Man's World

THE isolation of Indians on reservations is largely responsible for their lack of advancement. These reservations are mostly so located as to come little in contact with the white civilization. The Indian is kept to himself. He has few opportunities to absorb the white man's civilization, to participate in his productive life and prosperity. Yet his own nomadic, free-roving days are gone. He is neither Indian nor white man.

With his confinement to reservations, two generations ago, went a feeling of responsibility on the part of the Government for the Indian's maintenance. He could not be cooped up and then allowed to starve. He had to be rationed. There was the time, for instance, when the conquered Sioux were confined to their reservation. Periodically herds of cattle were driven onto the reservation and turned over without cost or effort to them. Trainloads of general supplies arrived no less regularly The Sioux lost the habit of providing for themselves. They came to know that the Government would not let them suffer. They were pauperized, robbed of all incentive.

To some degree this sort of thing has come to most Indians. Where they were not given rations they may have received rent money for their grazing lands, oil royalties or returns from timber cut from their forests. They got the habit of living off that which came to them without effort. They found no occasion for bestirring themselves. They slid farther down into the slough of idleness. The Government, wanting to be helpful, had but harmed them.

There is plenty of evidence indicating the possession by the Indian of abundant intelligence to become a productive citizen of the United States capable of giving a good account of himself. The psychologists have tested Indian children in schools and compared their reactions to those of white children. The white children, they say, grade 14 per cent above the Indians. There is much question, however, if this advantage is not due to the stimulation they have had in their homes, the greater familiarity with the language of the schools, rather than to any innate superiority.

There are many communities in which Indian children have gone into the public schools and taken their places beside white children. They have passed through the primary grades and gone on to high schools with those children. In some cases they have afterward gone to college. In running this gamut of education the Indian child has made a record that seems quite normal. He has shown an adequate capacity to acquire these various degrees of education

The Indian is dexterous with his hands. He sees accurately. He is probably superior to the average white man

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in learning manual tasks. He can learn to be a carpenter, a bricklayer, a machinist, as readily as any white man. He is an excellent employe in the railway shops of the West. There are one hundred and fifty Indians working in the shops at Winslow, Arizona, many of them drawing the pay of skilled machinists. This manual skill appears in the industries of the Indian woman, in basket weaving, in blanket weaving, in silver working. The Indian is of an even temperament. The women fit well into domestic service. They make excellent trained nurses. They are competent as clerks and stenographers. It has been adequately demonstrated that there is, in fact, no bar against the Indian because of race. All he needs to make a success as a member of a civilized community is an opportunity.

The world of activity that is America is wide open to the Indian. When he has finished that schooling which is provided for most of his kind, there are two avenues open to him. He may go back to the reservation or he may try to find himself a place in the white man's civilization. At this turning point in his career his fate is largely in the hands of these agents of the Government who administer the Indian Service. They can send him back to the reservation to return to the ways of his fathers and maintain the Indian status as a race apart or they can send him out into the active life of the nation.



The Choice

FROM now on every effort will be made to accomplish the latter end.

Senator Curtis, who, as a boy, lived as a blanket Indian on a reservation, tells of having lived with the whites for a period as a boy and, at the age of fifteen, again joining up with the Indians to return to the reservation. His Indian grandmother waked him in the night, showed him that one road led to the life of a reservation Indian and the other to that of the white man, and, though she loved him dearly, put him on a horse and sent him back to the latter. Just this problem faces every young Indian who comes out of school. Proper placement would lead most of them into lives among the whites and to assimilation.

The educated Indian who goes back to the reservation, experience has shown, usually goes back to poverty, to the life of the aborigine. His veneer of civilization is soon lost and he becomes as were his fathers. The people of the reservation are likely to be prejudiced against all that is not Indian. They scorn anything the youngster may have learned in school, beat him down, drive him back.

Among the Indians there is great reverence for the old people, an apparent virtue, but one which here has barred progress. The old people dominate. There is no going against them. Because of this the former theory of returning the young educated Indian to the reservation that he might exert an elevating influence comes to naught. The old order wins out. Boarding-school education is stripped from the young Indian upon his return to the reservation as might be a cloak.

The young Indian coming out of school does not want to go back to the reservation. A return to the crude life of it is particularly repellent to the Indian girls. It usually happens, after they have gone back to their homes, that they come to the Indian agent and plead with him to find an avenue of escape for them. They beg for work. But in the isolated regions in which the reservations are located there is no work. They can do nothing else than to submit to the will of the reservation.

There should be no great difficulty in finding places in the industrial life of the nation for these young Indians. They are pliant and tractable and not hard to direct into the proper channels. Their numbers are not so great as materially to affect any labor market. They are mostly in the West, where, for example, domestic help is scarce. Every girl who wants it could find a place in a white home. Their employment in the tourist hotels would help create an attractive atmosphere. Many of them have had special training in sewing, which has its possibilities. Places could be readily found for those who have got as far along as stenography. There is unlimited call out-of-doors for the boys on the farms, in the orchards, in railway building and maintenance.

The Government has clung doggedly to one idea which, on the face of it, seems a correct one, but which has failed through the decades in actual practice. It has held that this people of the open spaces was better fitted to farming than any other occupation. They had land. Above all else, they should be taught to farm. They have been so taught. But they have not gone back to the reservation and applied what they have learned. Their opportunities have been many, but few have taken advantage of them. Farming on the reservations is largely a failure. The Indians lease their good lands to white farmers, who succeed on them, but do little farming themselves.

As a matter of fact, the owner operation of a farm is a quite complicated business. Many white men with a thousand years of experience back of them fail at it. It requires foresight, fixity of purpose, business sense, capacity for management, certain scientific knowledge—a combination of many qualities. It is too much for other than the exceptional aborigine. The development of the Indian into a farmer has largely failed and should cease to be the favorite scheme for his emancipation. The simplest method of self-support for an inexperienced and backward individual, the new policy will hold, lies in working for pay for somebody else. The Indian's first step toward taking his place among the general population should be that of getting a simple job that will maintain him while he gains experience in the new manner of life. Securing this sort of work for him is the most practical step that can be taken toward his assimilation.

It is to the advantage of the Indians who remain on the reservation that their contact with their white neighbors be increased. Wherever possible the reservations should be opened up in part to white settlers. White men should be mixed with the Indians. This would break down Indian isolation, give them an opportunity to absorb white civilization.

The experience of the Kiowa Indians, in Oklahoma, is a perfect example of the results of such intermingling of the races. A generation ago lands were allotted to the Kiowas, who were unlettered red men, few of whom understood English. Instead of allotting them lands that were in a solid block, they were given alternate tracts with white men. The white settlers went about their farming, established their schools, carried on a normal community life. The Indian farmers observed their neighbors, came in contact with them, grew to imitate them, sent their children to the white

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KODAK SAFETY ▲ FILM

schools. These children of the present generation are in no way members of a race apart. They are average members of the community

Even the Indians who grew up under the old order have come to live in the white man's way. A single generation has worked the miracle. Conditions approximating these would cause the dissolution of any of these reservations

Much might be done for the aboriginal adults of the isolated reservations who are now living in idleness and poverty. The West is full of work which they might be doing. During the past decade half a million Mexicans have crossed the line, seeking and finding work in the United States More of them have come than there are Indians in all the United States. They have tended to congregate in such cities as Los Angeles and San Antonio and to create new quids for the nation to digest. The excuse for allowing them to come in has been the need of them to perform rough labor Yet these Mexicans are actually Indians Their blood is little different from that of their cousins across the line. They have been introduced and have created a new problem while our own Indians have languished in idleness and want on their isolated reservations

Proper attention to securing employment for our own Indians should have resulted in their getting many of the jobs rather than these introduced Mexicans. It would have got them away from the reservations, given them an opportunity to learn, carried them far toward civilization. There are certain tribes that have gone forth and earned much money. The White Mountain Apaches, in Arizona, for instance, the last of the warlike Indians, have got away from the reservation and earned as much as four hundred thousand dollars in a single year. It was said of them that they spent it all, brought none of it back to the reservation. The answer to this is that they gained an experience in handling money which will be of value when next they have opportunity to earn any

Off the Reservation

There is one employ mental activity of the Indians, however, that I would discourage I do not think their participation in showmanship is beneficial to them. The influences that surround circus life, for example, are likely to prove a rather severe test on the moral fortitude of an undeveloped people. There have already been too many cases in which shows have been stranded and the Government has been called upon to take Indians who were a part of them back to their homes

Employment will be found for the reservation Indians. It is in the interest of most of them that, when they get away from the reservation, they be encouraged to stay away. Gradually they would find themselves, establish permanent homes among the general population, take their places among the mass of us

There are a few of the reservations on which native, productive arts and industries have developed. The blanket weaving of the Navajos, the baskets and silver ornaments of the Pueblos, are typical of these. They should be encouraged to the utmost. They should be helped, particularly in marketing their output. The existence of these industries on a few reservations, however, should not lead to the false impression that they offer a general opportunity to the mass of the Indians on all reservations. On most of the reservations there is little opportunity for the Indians to earn livelihoods through their native arts and industries

The Right Sort of Help

In so far as is possible, there should be continued allotment of Indian lands with full ownership rights. Provision should be made for disposing of the land rights of absentee Indians. The advantages of contact with the whites develop when members of that race are allowed to enter the reservations in such a way that they become distributed among the Indians. The Indians, whether they stay on the reservations or leave them, should be fully protected in their property rights. There are many ways in which this could be done. An Indian reservation, for example, might be covered with valuable timber. A corporation might be created which would own this timber. The Indians of the tribe would be stockholders in the corporation. It could be so handled as to get the best possible returns from the timber. Members of the tribe, whether they stayed on the reservation or went away, would get all that was due them. This would be better for them than that they should be bound to the reservation by property rights which they were fearful of losing if they went away

Under these influences Indians would tend steadily to get away from the reservations. Those Indians of the old order would gradually die off. Those who remained on the reservations would have normal educations and would assume the rôles of normal citizenship. Government wardship would vanish. In a generation there would remain but a few small groups that would be different from the generality of the population Indian administration virtually would have ceased to exist

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COPY

ness and inconspicuity makes them a greater power and a greater threat than if they were more evident.

No wonder that speculative entomologists are inclined to speak of an age of insects. The United States has in a sense become heir to all the insect problems of the world. The slightest disturbance of the natural balance at any point immediately begets a new crop of so-called pests. As if that were not sufficient, still other pests are imported, chiefly unintentionally, despite quarantines, inspectors, plant-pest boards, sterilization, and what not. The business man has found that in importing desirable products of other countries he incidentally includes imports which may become undesirable in a new environment, which in fact may develop into "pests." It is these pests which are costly. The cumulative total, either in the form of direct expenditures in the control of pests or in losses caused by damage to crops, products, and even to men, is appalling. Hitherto that total has been distributed among a great variety of pests and has never appeared very formidable. But the specific appropriation of huge amounts for the control of a specific pest (European corn borer, Mediterranean fruit fly) has at last impressed the business man and made him highly conscious of the toll he has sustained through the years

Entomologists have tried to estimate the annual losses in crops and products by such pests as the gipsy moth, the alfa weevil, the codling moth, the cotton boll weevil, the European corn-borer, the Colorado potato beetle, the San José scale, the Japanese green beetle, and the whole host of other "bugs" that attack every variety of plant and animal. Not a single crop, not a single agricultural product is exempt from the predators, and most products are subject to attacks at every stage of their history, from the planted seed and growing shoot to the mature stored seed or product. So the estimates run conservatively from fifteen and twenty per cent of damage done as high as a pessimistic thirty-five and forty per cent.

Given a total value of ten billions or more for agricultural products, the loss sustained through damage and expenditures for control can be readily figured. The figures, indeed! And at last the business man is willing to expend considerable amounts in order to save further loss. As a result, the entomologist, formerly "bugologist" and disclaimed like other pioneers, has come into his own. He is regarded as the savior of the present, the lord of the future; for he is trained in knowledge of bugs and in methods of fighting them. There is no moral to this tale, unless it be that if we have little bugs to bite 'em," and that the "bugs" the business man, in wholesome humility is finding, are little biters at last.

Shall We Send Our Indians to the Cities?

JOSEPH A. GLOSHEN, S.J.
Editor of *Jesuit Missions*

DURING the month of July, a Senate Investigation Committee has been at work on the Indian Reservations. The writer does not question the Committee's sincerity or hard work. However, not being endowed with an all-seeing eye and an all-comprehending mind such as enabled the Senate Committee to "study" the Indian situation in a vast territory of some 15,000 square miles in two or three days, the writer found that three weeks were scarcely sufficient to give him anything like a comprehensive idea of the Indian problem on the Sioux Reservations of South Dakota.

The writer, long before his trip to South Dakota, had made something of a study of the American Indians. He had read up on the subject and had discussed the Indian and his problems and his mode of life with men who had given years to the work of evangelizing and civilizing the Red Man of the Dakota prairies. From these men he learned to know the Indian as he is in reality, in daily life at school, and off in his tent or tepee or log cabin or small house out on the plain. The men who had been burned brown by exposure in the cause of Indian welfare had not drawn their knowledge from beautiful illustrations that one may find in magazines or books, not yet from heroic Indian figures that adorn our art galleries and museums, or are stamped on our coins.

After many conversations held with old missionaries on the Reservation, and after personal observations made at the schools and among the Indians themselves, one feels rather convinced that the problem of training the Indian along lines of white civilization and industry is a slow and painful process. One understands, too, the danger involved in following out in practice the suggestion of certain poorly informed investigators, that the Indian should be sent into the city and made to shift for himself.

The Indian on the Reservation is only slowly emerging from the nomadic life of his ancestors. He has not yet entirely overcome his lassitude, his old-time aversion to strenuous work. Put him into competition with the white man of the city, and, most likely, it would be only a matter of weeks or months till the Red Man would find himself established for life in the slums of our cities. That he is not ready to compete with the white man in the latter's industries, is evident from the experience right out on the prairie where the white settler soon outstrips his Indian neighbor, and where even the well trained Indian, who has been through some eastern school or other, soon lapses again into his old ways.

Handicapped in this sphere, the Indian has yet another weakness which would make him a losing player in the game of life in our cities. That weakness is the Indian's ignorance of the value of money. He simply has not yet learned its value, and consequently still needs the guiding and helping hand of the Indian Agency and the missionary to teach him to provide for a rainy day. Left

LAGGARD

a whole garden of candles burned

about the end of the lane to be a car running there. such was the extraordinary quality of my accent that Reverend Father beaming all over with friendliness up a small lane in precisely the opposite direction showed it, and left me

have been that as a Sicilian he was unacquainted

church and dedicated it to the Savior ... not just saved them. But I had not seen the Cathedral at all. It is up on the hill and I had missed it. There is a painting or something in it I ought to have seen. I found that out afterwards.

There was Aversa between Naples and Santa Mar...

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CANADA

ALL COMMUNICATIONS SHOULD BE
ADDRESSED TO THE
SENIOR INSPECTOR OF SCHOOLS,
[illegible]CATION OFFICE.

OFFICE OF THE

Senior Inspector of Schools,

[illegible], the main subject will be education of coloured races and

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Indian Affairs. RG 10, Black ... Vol. [illegible], File 1-1-1, Part 1
School Files

J. R. Robertson.

J. H. PUTMAN
SENIOR INSPECTOR OF PUBLIC SCHOOLS

Ottawa, Canada, [illegible]

[illegible]

[illegible]

[

Ottawa, September 19, 1929.

Dear Sir:

Dr. J. H. Putman has asked me to reply to your letter of the 23rd ultimo. Enclosed you will find the last report of the Department of Indian Affairs. On page 11 is a brief recapitulation of Indian educational activity in Canada and tables showing the expenditure therefor. On page 52, there is a tabular statement, listing the day and residential schools, indicating their location and giving statistics concerning enrolment, average attendance, grades, etc. Provincial curricula are followed at all Indian schools and all are inspected by properly qualified officers.

Indian educational work had its beginning in all parts of Canada in mission schools of one kind or another. Gradually, the Dominion has shouldered the burden and accepted the responsibility. At the present time, nearly one-third of the day schools on reserves are managed solely by the Department. This is also true of a few of the residential schools. In the main, however, church missionary societies and orders are associated with the Department in the work - all capital expenditure and approximately 90% of the current costs being provided by Parliamentary Appropriation for Indian Education.

Encl.

Yours very truly,

Russell T. Ferrier,
Supt. of Indian Education.

N. R. McKenzie, Esq.,
Senior Inspector of Schools,
Education Office,
New Plymouth,
New Zealand.

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CANADA

Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 3)
School Files

Ottawa, September 19, 1929.

Dear Mr. Putman:

I have your letter of the 17th instant, with enclosure from Mr. M. R. McKenzie, Senior Inspector of Schools at New Plymouth, New Zealand. I am informing him that his letter has been placed in my hands and I have given him the information requested, along with the Annual Report of the Department.

Yours very truly,

Russell T. Ferrier,
Supt. of Indian Education.

Dr. J. H. Putman,
Senior Inspector of Public Schools,
Ottawa, Ont.

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CANADA

Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 3)
School Files

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CANADA

Indian Affairs. (RG 10, Volume 6002, File 1-1-1, part 3)
School Files

POOR COPY

Expenditure Yr 1928-29 Indian Education Vol—

	Day Schools	Residential Schools	Ex-pupils	Normal Training	Truant Officers	Stationery	Miscellaneous	Total
Nova Scotia	1280625	1304654 6		167562 7		40355		1604315 3
Prince Edward I.	11603					6102		122205
New Brunswick	1853809		108593	105245		72394		2137125
Yukon	8823970			406170	87	183677		8613904
Ontario	11880590	3132894		3490	1388808	27639	847057	50956 4552754
Manitoba	6761429	2027677 7	4250		3200	148499	524893	355101 2807949
Saskatchewan	4515997	3180452 8	60770		1245	96593	667302	232698 3750234
Alberta	837520	2455402	960		76	69095	477037	57060 2535006
N.W. Territories	19330	300638				31582	26158	3259618
British Columbia	5987722	4544067	48408	35566	167209	20164	725606	5275176
Yukon	273365	1862547				11079	13464	216047
	40970662	17132649 9	209428	467752	3907159	379838	3584045	695815 2215419

Indian Education

(7th annual report, 1928-29)

During the year, 78 residential schools and 263 day schools were in operation, a total of 341 centres for Indian educational activity. The total enrolment was 15,347 and the average attendance, 11,258. Ten years ago, there were a total of 322 Indian schools. Although the number of schools has shown but a normal increase, larger appropriations by Parliament since the War have enabled the Department to enlarge as well as reconstruct buildings and to supply better and more varied equipment. Higher salaries and grants have attracted better qualified teachers and instructors. It may be said, therefore, that larger appropriations have resulted in larger and better schools. Further, Indian communities have evinced more interest in their children's welfare. The following table shows the rapid increase in enrolment and attendance:-

Fiscal Year	Residential Schools		Day Schools		Total		
	Enrolment	Average Attendance	Enrolment	Average Attendance	Enrolment	Average Attendance	Percentage of Attendance
1918-19	4,640	4,014	7,212	3,587	11,952	7,601	63.59
1919-20	4,719	4,133	7,477	3,516	12,196	7,649	62.71
1920-21	4,783	4,143	7,775	3,931	12,558	8,074	64.29
1921-22	5,031	4,360	7,990	4,308	13,021	8,668	66.56
1922-23	5,347	4,695	8,376	4,411	13,723	9,106	66.35
1923-24	5,673	4,856	8,199	4,332	13,872	9,188	66.23
1924-25	6,031	5,278	8,191	4,601	14,222	9,879	69.46
1925-26	6,327	5,658	8,455	4,940	14,782	10,598	71.69
1926-27	6,641	5,881	8,069	4,660	14,710	10,541	71.66
1927-28	6,795	6,043	8,223	4,823	15,018	10,866	72.35
1928-29	7,075	6,282	8,272	4,976	15,347	11,258	73.35

In ten years, enrolment has increased 28% and attendance, 48%. The percentage of attendance has increased approximately 10%. Not only are more children attending, but they are attending more regularly. This has had an interesting effect on the academic standing of pupils. In 1918-19, 878 Indian children were studying in Grade 5 and higher. Last year, 2228 were in the higher grades.

All this is very gratifying, but there is much to be desired yet as far as day school attendance is concerned. Every energy is being bent to make instruction at these schools attractive. Better qualified teachers, more interesting texts and teachers' aids, more playground and outdoor activities and better correlation with the Indian home environment are the

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aims. In Part II of this report will be found a tabular statement, showing the location and indicating the enrolment at all Indian schools.

Compared with the previous year, there was an increase of one residential school. New institutions were opened at St. Philips, Sask., and Sioux Lookout, Ont. The first is under the management of the Oblate Fathers and the second is conducted by the Missionary Society of the Church of England. The Old Sun School, in Alberta, was destroyed by fire and, at the time of this writing, is being rebuilt. During the year, three day schools were closed on account of poor attendance, and in three communities the Department is associated with a local school district in the conduct of new combined Indian and public schools.

The work at residential schools was particularly encouraging. The churches that are associated with the Department in the conduct of these institutions have been more careful in the selection of principals and other officers. As before, vocational training has been emphasized. Special funds are now available for this phase of the work in the province of British Columbia and all residential schools there are now well equipped for manual training and related instruction. In Ontario and the Prairie Provinces, emphasis is placed on farming, gardening and the care of stock. 7075 pupils were enrolled at residential schools during the year. Compare this with 4,640, the number maintained and trained in boarding schools ten years ago, and the increasing importance of this part of the Department's educational programme is apparent.

The cooperation of the churches in the management of these residential schools was as follows:-

Roman Catholic	-	43	Residential Schools.
Church of England	-	20	" " .
United Church	-	13	" " .
Presbyterian Church	-	2	" " .
Total:-		78	" " .

All Indian schools were inspected frequently by officers of the Department. In addition, public and separate school inspectors visited all classrooms, except in the provinces of New Brunswick and British Columbia, where there were special Indian School Inspectors. More thorough inspection has resulted in a higher standard of instruction. Classroom activity in Indian schools is now comparable to the work in white schools of the same localities. It is the practice at Indian schools to follow provincial curricula and to engage fully qualified teachers.

The health of Indian children studying in boarding schools has been given special attention. Medical and dental supervision and treatment have been arranged. Travelling nurses spent part of their time at these institutions. There was considerable expenditure for the removal of adenoids and

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diseased tonsils and for the correction of defective vision. There has been a special effort during the year to vaccinate every Indian school pupil. Improvements have been made in the children's diet and in the playground activities. Milk herds have been tested and special attention has been given to water supply and sewage disposal systems.

New main buildings were commenced during the year at the Cecilia Jeffrey Residential School, near Kenora, Ont., and and the Alert Bay Institution, in British Columbia. In addition, the Department secured a suitable farm and building site and commenced the erection of the necessary buildings for a large boarding school at Shubenacadie, N. S. This last named institution will provide an academic and vocational training as well as maintenance for orphans and other neglected Indian children in the Maritime Provinces. The boys' wing at the Kamloops Indian Residential School, in British Columbia, was completed during the year. At nine day schools, new classrooms or teacher's residences were erected.

One hundred and forty four
~~140~~ graduates of Indian schools, who showed academic promise, received grants for the purpose of continuing their studies at high schools, universities and business colleges. The policy is to make grants to the most promising, physically fit graduates of our own schools. If church and department representatives consider a graduate worthy, a grant is allowed when the bona fide intention of the pupil is evident and provided proper supervision can be secured for the period of advanced study. These tuition grants are continued only when satisfactory reports are received. Last year, besides those taking advanced work, there were approximately 225 Indian children attending white schools and orphanages. All these are in addition to the enrolment at Indian schools as shown in the tabular statements. The expenditure from parliamentary appropriation on behalf of these special students amounted to $39,000 during the year. The practice of assisting selected ex-pupils of residential schools to start farming and housekeeping has been continued.

In the past, the funds of certain Indian bands have been used to meet some of the costs of conducting day schools on their reserves. The year under review is the first that all expenditure for education has been provided by Parliamentary Appropriation. The programme of free education is now extended to all Indians in Canada. The expenditure for Indian education for the fiscal year ended March 31, 1929, amounted to $2,215,411.98, as follows:-

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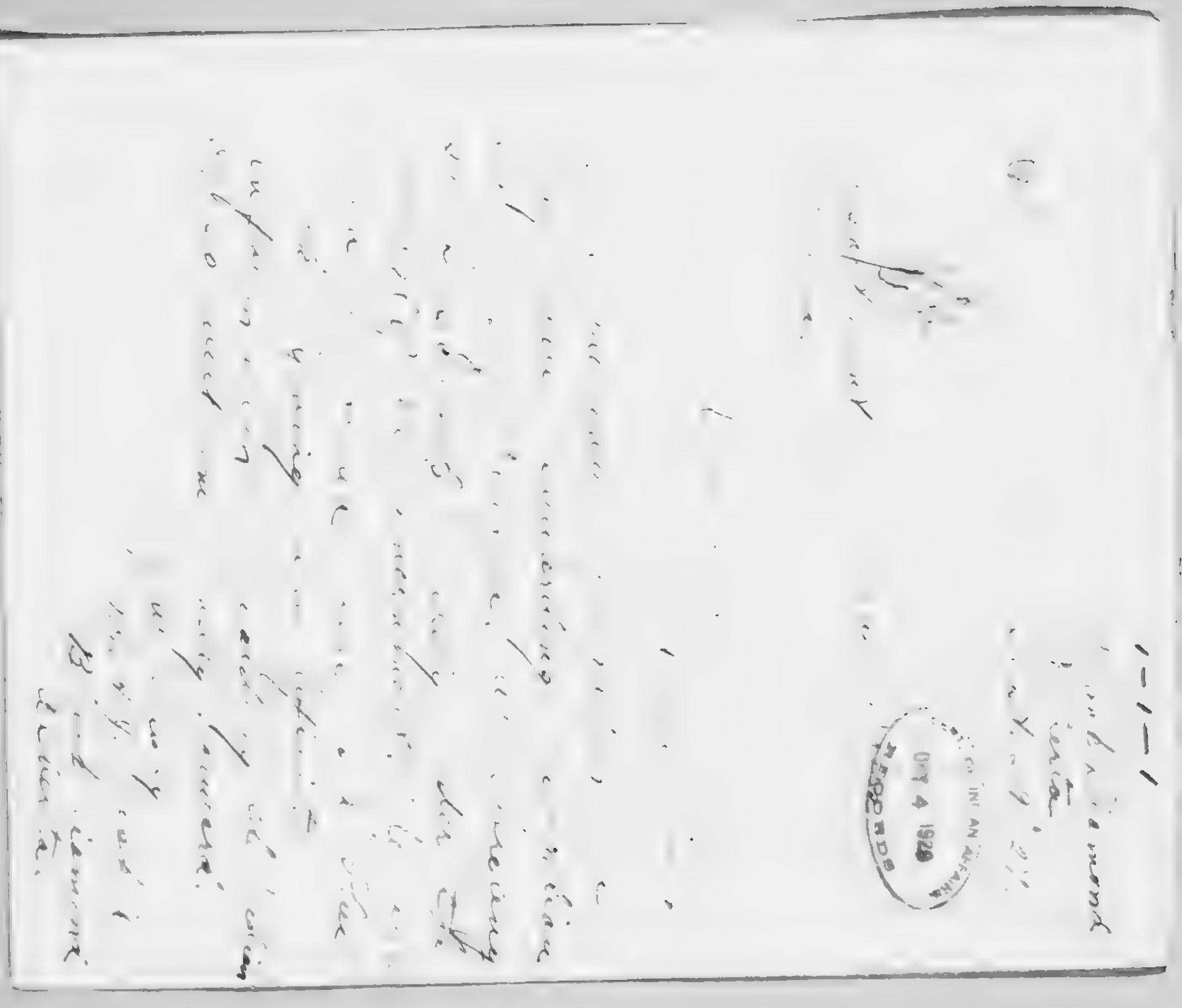
Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 3)
School Files

EXPENDITURE FOR YEAR 1928-29 - INDIAN EDUCATION VOTE.

	Day Schools	Residential Schools	Ex-pupils	Special Salaries & Travel	Tuition	Freight. Express. etc.	Stationery	Miscel-laneous	Total
Nova Scotia	12,806.25	130,465.46	-	-	16,756.27	-	403.55	-	160,431.53
Prince Edward Island	1,161.03	-	-	-	-	-	61.02	-	1,222.05
New Brunswick	18,538.09	-	-	1,085.93	1,052.45	-	723.94	-	21,371.25
Quebec	80,239.70	-	-	-	4,061.70	.87	1,836.77	-	86,139.04
Ontario	118,805.90	313,289.94	-	34.90	13,888.08	276.39	8,470.57	509.56	455,275.34
Manitoba	67,614.29	202,767.77	42.50	-	320.00	1,184.99	5,248.93	3,551.01	280,729.49
Saskatchewan	45,159.97	318,045.28	607.70	-	1,245.00	965.93	6,673.02	2,326.98	375,023.88
Alberta	837.52	245,594.02	960.00	-	76.00	691.95	4,770.37	570.60	253,500.46
Northwest Territories	1 933.00	30,036.38	-	-	-	365.82	261.58	-	32,596.78
British Columbia	59,877.22	454,440.67	484.08	3,556.69	1 672.09	201.64	7,256.06	-	527,517.61
Yukon	2,733.65	18,625.47	-	-	-	110.79	134.64	-	21,604.55
	409,706.62	1,713,264.99	2,094.28	4,677.52	39,071.59	3,798.38	35,840.45	6,958.15	2,215,411.98

Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 3)
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Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 3)
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CANADA

1-1-1.

Ottawa, October 4, 1929.

Madam:

I have your letter of the 29th ultimo, requesting information regarding Indian schools and also a copy of the last annual report of this Department.

Under separate cover I am forwarding you a copy of the last annual report. Pages 11-14 give a brief recapitulation of Indian educational activity in Canada and tables showing the expenditure therefor. Pages 52-64 contain tabular statements listing the day and residential schools, indicating their location and giving statistics concerning enrolment, average attendance, grades, etc. Provincial curricula are followed at all Indian schools and all are inspected by properly qualified officers.

All Indian residential schools are conducted under the auspices of one or other of the religious denominations associated with this Department in carrying on Indian education. At the present time, nearly one-third of the day schools on reserves are managed solely by the Department. All capital expenditure and approximately 90% of the current costs are provided by Parliamentary Appropriation for Indian Education.

Your obedient servant,

Russell T. Ferrier,
Supt. of Indian Education.

Mrs. H. J. Haskell,
Black Diamond, Alta.

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Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 3)
School Files

B.—15

ALL COMMUNICATIONS SHOULD BE
ADDRESSED TO THE
SENIOR INSPECTOR OF SCHOOLS,
EDUCATION OFFICE.

PLYMOUTH,
NEW ZEALAND.

OFFICE OF THE

Senior Inspector of Schools,

19th September, 1929.

[illegible]

[illegible]

[illegible]

OCT 23 1929
RECEIVED

21

Oct.2 -29.

The Secretary,
Department of Indian Affairs,
Ottawa,Ont.

Dear Sir,

The enclosed letter from The Senior Inspector of Schools in New Zealand has been sent to me. Believing that you can supply him with much better information than I can I am sending it on to you with the request that you give him the information he requests.

Yours faithfully,

Horace W. Small.

Principal

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CANADA

Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 3)
School Files

Ottawa, October 24, 1929.

Dear Sir:

The Rev. Principal of the Mohawk Institute at Brantford, Ont., who is newly appointed to Indian work, has forwarded your letter of the 12th ultimo, with the request that I answer it. On the 19th ultimo, I wrote to you, briefly indicating the nature of Indian educational activity in Canada. You now ask regarding the character of the educational work of a residential school and of the reserve schools.

Indian residential schools are for the Indian child who is under-privileged from an educational standpoint, i. e., no school close to his home, orphan or neglected. The activity at a residential school is both academic and vocational. Girls are taught the domestic arts, practical nursing, etc., and boys are prepared for whatever vocations are common on their particular reserves. All older pupils spend half of each day in one of the vocational departments and the other half in a classroom. The academic work is as prescribed for white schools by the Provincial Departments of Education. In certain parts of Canada, where the Indian lives by the chase, his habits are too nomadic for the operation of day schools on reserves. In these localities, the residential school is the main factor in the programme of the Department and of the churches that are associated.

The Indian day schools on reserves are comparable in every way to the ordinary rural school. Provincial courses of study are followed, emphasis being placed on agriculture and manual training. An effort is made to correlate classroom activity with home life on the reserve.

Your obedient servant,

Russell T. Ferrier,
Supt. of Indian Education.

N. R. McKenzie, Esq.,
Senior Inspector of Schools,
Education Office,
New Plymouth,
New Zealand.

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Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 3)
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Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 3)
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Ottawa, October 29, 1929.

Madam:

I have your letter of the 22nd instant, concerning literature on the North American Indian. I regret that there is nothing available that would suit your purposes. There are many publications on the market which would be of more value to you than the Department's Annual Report.

The educational functions of this Department are confined to the training and schooling of Indians. We have no literature to aid in the teaching of white children. The Department could send you the Annual Report, which shows our activities among our wards; but this is not what you require.

Your obedient servant,

J. D. McLean,
Asst. Deputy & Secretary.

Miss Muriel M. Schofield,
84 Frederick St.,
Kitchener, Ont.

Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 3)
School Files

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CANADA

1-1-1

B.—15.

ALL COMMUNICATIONS SHOULD BE ADDRESSED TO THE SENIOR INSPECTOR OF SCHOOLS, EDUCATION OFFICE.

OFFICE OF THE

Senior Inspector of Schools,

[illegible],
NEW ZEALAND.

[illegible] October, 19[illegible].

[illegible] T. [illegible],
[illegible],
[illegible],
[illegible],
OTTAWA, CANADA.

Dear Sir,

I [illegible] September 17th (No. 1 1-1).

[illegible]

[illegible]

Yours faithfully,

N. R. McKenzie.

Senior Inspector.

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Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 3)
School Files

ONTARIO

DEPARTMENT OF AGRICULTURE
INSTITUTES BRANCH

[illegible],
[illegible],
[illegible].

[illegible],
[illegible] of Indian Affairs,
[illegible], Canada.

Dear Sir:

Would you be kind enough to send me any information which you may have on the following? Any literature would also be much appreciated.

"What is the status of Indian day schools? Formerly, they were financed, under the control of the Indian Department and financed from Indian money - now, however, the Government has taken over all costs. Does that affect the schools? Are they part of the provincial system? Who "hires and fires" the teachers? Does the County School Inspector any real authority over them, or is he only an advisor? What qualifications are necessary to secure positions as teachers? For how long do they train?"

Thanking you in anticipation, I am

Very truly yours,

(Miss) Alethea E. Smith

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CANADA

Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 3)
School Files

1-1-1.

Ottawa, December 2, 1929.

Madam:

I have your letter of the 27th ultimo, with reference to Indian day schools. For many years, they have been controlled by the Department of Indian Affairs and there has not been any change in their status. In certain localities, one or other of the churches is associated with the Department in the management. For the most part, parliamentary appropriation has provided the funds necessary for the conduct of Indian day schools - a few of them having been financed, either wholly or in part, by the funds of the Indian band.

Indian day schools are not part of the provincial system; but, at our request, they are visited by the provincial public and separate school inspectors. Teachers are engaged or dismissed by the Department of Indian Affairs, but they are expected to follow the advice of the provincial inspectors.

Teachers are generally engaged for the academic year and the qualifications we require are similar to those necessary for ordinary rural schools. If you - or any other - are interested in an Indian school as from January 6th, next, the Department would be glad to have an application. There are one or two interesting vacancies at the present time.

Your obedient servant,

Russell T. Ferrier,
Supt. of Indian Education.

Miss Alethea G. Smith,
Institutes Branch,
Dept. of Agriculture,
Toronto, Ont.

PUBLIC ARCHIVES
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CANADA

Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 3)
School Files

1-1-1

Montreal, Nov. 30, 1927.

D.I.A.
Secretary,
Dept. Indian Affairs,
Ottawa. Ont.

Will you please inform me of the value and area of the vacant land held by the Government of Canada for Indians in the provinces of Ontario, Manitoba, Sask., Alberta and British Columbia?

Thank you.

Miss M. Jones
5725-14th. Ave.,
Rosemount,
Montreal.

PUBLIC ARCHIVES
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CANADA

Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 3)
School Files

1-1-1

Ottawa, December 6, 1929.

Madam:

Replying to your letter of the 30th ultimo, I am sending you, under separate cover, a copy of the last annual report of the Department, and would refer you to the tabular school statement, pages 52-64, in which will be found a list of the Indian day and residential schools in Canada. I enclose herewith a list of the Indian hospitals owned by this Department and those owned by the Church authorities in which Indian patients are received.

Your obedient servant,

Russell T. Ferrier,
Supt. of Indian Education.

ENC.

Miss M. Jones,
5724 - 14th Ave.,
Rosemount,
Montreal, P.Q.

PUBLIC ARCHIVES
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CANADA

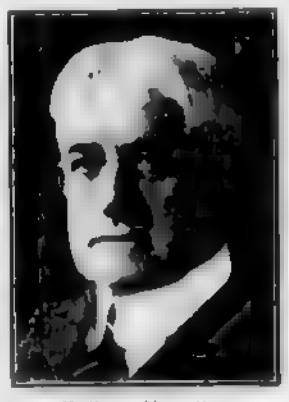
Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 3)
School Files

Education and Welfare Work for Native Alaskans

Schools, Hospitals, Orphanages, and Cooperative Business Enterprises Conducted Under Great Difficulties by Men and Women Imbued With True Missionary Spirit. Some Stations Reached Only Once or Twice a Year

By WILLIAM HAMILTON
Acting Chief Alaska Division, Bureau of Education

THE STORY of relief work carried on during the summer months on the coast of Labrador has crowded many lecture halls and has deservedly drawn from the benevolently disposed thousands of dollars toward its support. Few people realize that in Alaska, more remote and inaccessible, the Bureau of Education is carrying on, all the year round, a far greater work in behalf of the aboriginal races of that northern Territory.



William Hamilton

For the native Alaskans the Bureau of Education provides teachers, physicians, and nurses—trained workers who have at heart the welfare of their charges. It maintains schools, hospitals, and orphanages, relieves destitution, fosters trade, organizes cooperative business enterprises, establishes colonies, and controls the reindeer industry.

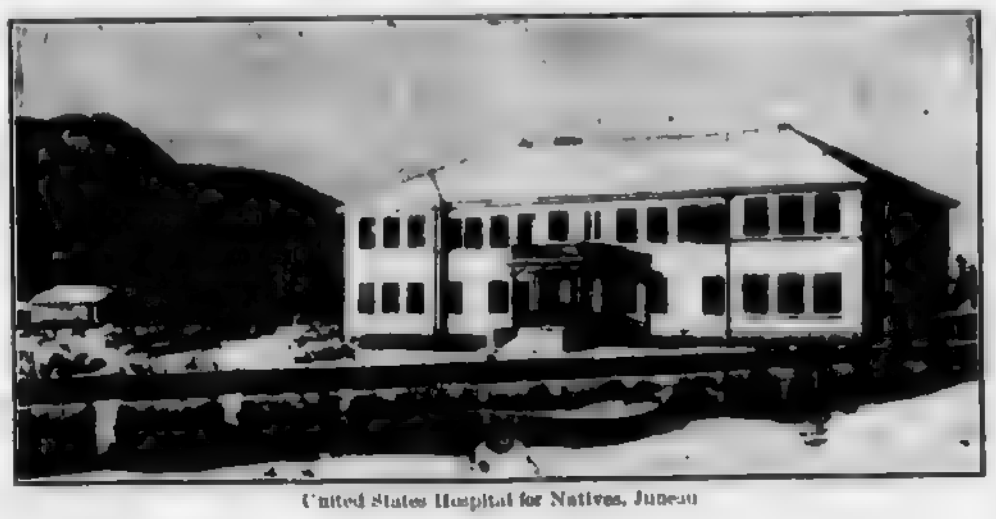
To Overcome Distances the Greatest Problem

The work is of vast extent, and it is carried on under great difficulties arising principally from the remoteness of most of the villages, the enormous distances between them, the meager means of communication, and the severity of the climate. The 27,000 natives are scattered along thousands of miles of coast and on the great rivers, in villages ranging from 30 or 40 to 300 or 400 persons. The work would extend to the utmost limits of the United States in terms of distance with schools in Maine, California, Georgia, and Minnesota. One of the school districts is twice the size of the State of Illinois. Many of the 83 settlements in which the bureau's work is located are far beyond the limits of regular transportation and mail service. Some of the villages on remote islands or beside the frozen ocean are brought into touch with the outside world only once or twice a year, when visited by a United States Coast Guard steamer on its annual cruise or by the supply vessel sent by the Bureau of Education. During eight months of the year all of the native villages in Alaska, with the exception of those on the southern coast and a few near the Alaska Railroad, are reached only by trails over the snow-covered land or frozen rivers.

One of the greatest problems has been the securing of transportation of appointees and supplies from Seattle to the remoter settlements. In compliance with the requests for a vessel suitable for use by the bureau in its Alaskan work, the Navy Department transferred to the Interior Department the U. S. S. *Boxer*, a wooden vessel, with a carrying capacity of 500 tons, formerly used as a training ship for naval cadets. During the season of 1923 the *Boxer* made two voyages, the first to the Bering Sea region and the second to points on the shore of the Arctic Ocean as far as Point Barrow. On its southward voyages it brought out teachers whose terms of service had expired and carried from northern Alaska reindeer meat which Eskimo herders wished to sell in the States. During the winter months it was used in the waters of southeastern Alaska as a school of navigation and seamanship for young native men.



School and teacher's residence at Hydaburg



United States Hospital for Natives, Juneau

In the Alaskan native community the school is the center of all activity—social, industrial, and civic. The teacher is guide, leader, and everything else the community may demand. To be "teacher" in the narrow schoolroom sense is the least of the teacher's duties

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industrial education best adapted to the Eskimos inhabiting the barren, untimbered wastes of Arctic and sub-Arctic Alaska. Year after year new centers were established, until now the reindeer service has become a great wealth-producing industry affecting the entire coastal area from Point Barrow to the Aleutian Islands

One thousand two hundred and eighty reindeer were imported from Siberia There are now in Alaska more than 300,000, and two-thirds of them are the property of the Eskimos.

Within less than a generation the reindeer industry has advanced through one entire stage of civilization, the Eskimos inhabiting the grazing lands from the polar regions to the North Pacific Ocean; it has raised them from the primitive to the pastoral stage, from nomadic hunters to civilized men, having in their herds of reindeer assured support for themselves and opportunity to accumulate wealth

It is estimated that there are in northern and western Aalska approximately 200,000 square miles of treeless regions, worthless for agriculture, which could furnish pasturage for about 4,000,000 reindeer It is possible that at a date not far distant the United States may draw a considerable part of its meat supply from the reindeer herds in Alaska

In making its public schools centers of social, industrial, and civic life in the native villages, the Bureau of Education took pioneer action in making an educational agency reach an entire community

The establishment of the Alaska reindeer service was the earliest governmental action providing, by the introduction of a new industry, practical vocational training adapted to community needs, guaranteeing assured support, and resulting in training a primitive race into independence and responsible citizenship.



Eskimo reindeer herders

School Savings Successful In Small Community

That the school savings system works as well in small communities as in the cities is demonstrated by the schools of Gilbert, Minn. Within 10 weeks from the day the first savings were deposited, 1,950 out of the 2,000 pupils enrolled opened bank accounts

Detail work of the system within the schools is in charge of W. A. Pike, head of the commercial department. Within two months more he expects that every child will have a bank account. Weekly and monthly reports showing the percentage standings of all the rooms are sent to every room in the district. It has been provided that as soon as every pupil in a school opens an account, the entire school gets a holiday.

Mexican Indians Surrender Homes to Establish Schools

The Department of Education, Mexico, is sending as many rural teachers as possible to the State of Chihuahua to meet the call for education among the Tarahumara Indians, according to the Bulletin of the Pan-American Union. These Indians formerly fled to the mountains at the sight of a white man, but were won over through an educational campaign conducted by the Mexican Government

So eager were the Indians for enlightenment that one of their number offered his hut as the first "People's House," leaving only a tree as shelter for himself and his family. Six other Tarahumaras followed his example. These "people's houses" are made centers of activity against drunkenness and other vices.

Prompt Action Demanded of School Nurses

Foreign Bodies in the Eye Frequently Cause Trouble. Bites of Insects and Minor Injuries Require Attention

By ELLA D FLEMING
Junior Specialist in School Hygiene, Bureau of Education

In the course of the school nurse's duty not often will it fall to her lot to give a child medical treatment, but emergencies often call forth her ability to do small things quickly and adeptly.

Some of the most frequent ones are. Removing a foreign body from the eye, irrigating a child's ear, care of a fainted child, treating insect bites.

Removing a foreign body from the eye may be accomplished by drawing the upper lid down over the eye, and causing the child to blow the nose forcibly at the same time. If the particle is under the upper lid, instruct the child to look down and inward, turn the lid back over a small pencil or match, and with the corner of a clean handkerchief or cloth, wipe off the inside. If the particle is under the lower lid, draw the lid down against the cheek-bone and instruct the child to look up If the body is imbedded in the eyeball do not touch it but have an oculist see the eye at once

Suggestions of Practical Methods

In irrigating a child's ear when the doctor wishes it done and for any reason it can not be done at home, lay the child down, draw the tip of the ear upward and backward, and syringe the ear gently with warm water. Be very careful not to poke into the ear or direct the stream of solution forcibly against the drum of the ear.

If a child has fainted, lower his head, give him fresh air in abundance and apply cold compresses to his head and chest An attack may be averted by having a child lower his head between his knees.

For an insect bite such as from a bee or spider, soak the area effected in a solution of ammonia or baking-soda

To Emphasize Local History

A museum in every high school " is a new slogan in Kansas. Local history and the botany and geology of the respective localities are the subjects to be emphasized. The collections are to be made by the pupils to stimulate interest in their studies. Many high schools have found value.

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KODAK SAFETY ▲ FILM +●

1-1-1

Canadian Director
HENRY BUTTON

Educational Representative
TRUE DAVIDSON, M.A

Western Representative
W. G. STEVENSON
401 Credit Foncier Building
VANCOUVER, B.C.

J. M. Dent and Sons Limited

Aldine House
224 Bloor Street West
TORONTO [illegible] ONTARIO
Telephone Kingsdale 5117
Connecting all Departments

[illegible]

[illegible]

[illegible]

1-1-1

Ottawa, December 9th, 1929.

Gentlemen,-

Replying to your letter of the 5th instant, I enclose herewith a list of the Indian day and residential schools in Canada, stating the provinces in which they are located and the post office addresses.

Your obedient servant,

Russell T. Ferrier.
Supt. of Indian Education.

J. M. Dent & Sons, Ltd.,
224 Bloor Street West,
Toront, Ont.

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COPY.

1-1-1

ASSISTANT DEPUTY POSTMASTER GENERAL
C A N A D A.

Ottawa, December 16, 1929.

Copies for Mr. Scott

Dr. Duncan Campbell Scott,
Superintendent General,
Department of Indian Affairs,
Ottawa, Ont.

Dear Sir,-

On the 9th instant the Postmaster General inaugurated daily, except Sunday, air mail service between Montreal, Quebec, Moncton and Saint John, as a result of which postal communication with Quebec and the Maritime Provinces will be considerably expedited; and it has occurred to me that this speedy service could no doubt be utilised by your Department for the conveyance of official correspondence of especial urgency.

Correspondence mailed at the close of theday in Ottawa can be advanced in delivery by this service as follows:-

To	Gain in Delivery
Charlottetown,	24 hours.
Halifax,	24 "
Levis,	18 "
Moncton,	21 "
North Sydney,	24 "
Quebec,	6 "
Sackville,	18 "
Sydney,	24 "
Truro,	18 "

This service is experimental and its continuance and development will depend to a large extent upon the measure of patronage accorded it.

Under the regulations of this Department franking privileges do not apply to air mail, so that matter, whether official or otherwise, intended for transmission over this route will require to be prepaid in postage stamps at the air mail rate of five cents for the first ounce and ten cents for each succeeding ounce or fraction.

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At present this service is the only air mail route affording any marked gains in time from an Ottawa standpoint, but it is anticipated that other services in the West will be placed in operation in the near future, resulting in substantial advances in delivery for Prairie and Pacific Coast points, and you will be advised of their inauguration in due course.

It would be appreciated if you could give consideration to the question of utilising air mail service in both despatch and receipt of official correspondence.

Yours truly,

(Sgd.) P. T. Coulieam,

Assistant Deputy Postmaster General.

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1-1 Aumsville R.R.3.
Feb. 8. 1930 Ont.

Dept of Indians + Indian Affairs
Ottawa Canada

RECEIVED 10

Dear Sir,

Would you please supply me with the following information?

1. Indian population of Can. now
" " " "
twenty-five years or more ago.
3 No. of Indians in boarding schools now.
4 No. of Indians " " schools twenty-five years ago.
5 I believe the population is on the increase, and do you think other health conditions

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as taught and practised in
[illegible] reading schools could be
responsive to the increase?
Are there any other causes
likely to cause the increase?

Thanking you for the information
[illegible]

Yours respectfully,

[illegible]

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Ottawa, February 12, 1930.

Madam:

In reply to your letter of the 8th instant, I beg to state that our census shows the Indians of Canada as follows:-

1929 - 108,012.
1904 - 107,978.

The number of Indian children enrolled at boarding schools is now 7,075. 25 years ago, only 3,526 were so enrolled.

No doubt, the larger number in residential schools is teaching our wards how to look after themselves and their homes; but the Department believes the main reason that the Indian is now holding his own numerically is that he has gradually developed a relative immunity to tuberculosis. Another important reason for any increase in population in various Indian communities is the better sanitation and medical supervision on reserves.

Your obedient servant,

Russell T. Ferrier,
Supt. of Indian Education.

Miss Gladys Quanbury,
R. R. #3,
Simcoe, Ont.

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17 Craigmount Ave.
Toronto. 12. Ont
14th March 1930

Dear Sir

[illegible] many cases among the schools for Indian children both of the day and the residential types we have found that very seldom does a teacher sign the register. It is true that there is no space marked on the school registers which would indicate that teachers are expected to sign.

May I suggest that this matter receive some consideration. I think it would be a great improvement if on every School register the teachers name appeared once in three months. In none case I looked over registers covering over thirty years and there was nothing to indicate that any teacher who had resided over that Class Room except in one year.

This suggestion is respectfully submitted.

Yours faithfully
Arthur Barnes

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1-1-1.

Ottawa, March 17, 1930.

Dear Mr. Barner:

I have your letter of the 14th instant, with reference to the advisability of having a place for the teacher's signature on the classroom register used in Indian schools. Your suggestion is gratefully received and, when the next order is being printed, it will not be overlooked.

Yours very truly,

Russell T. Ferrier,
Supt. of Indian Education.

Rev. Arthur Barner,
97 Craighurst Ave.,
Toronto 12, Ont.

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Received in the Deputy
Minister of Indian Affairs
MAR 31 ...
FOR ACTION

...Charles Stewart,
...f the Interior,
...ortront of the Interior, Ottawa.

INDIAN AFFAIRS
APR 4 1910
RECORDS

...courteous and acknowledgements we will
...swered my letter with regards to my
...our minute claims. You a great
..., again the assert will receive your
...ention. I am afraid about disturb
Your ... my enquiries to you my great gratitu ,
... precious and limited is the time of a ...
... position.

.....

.....

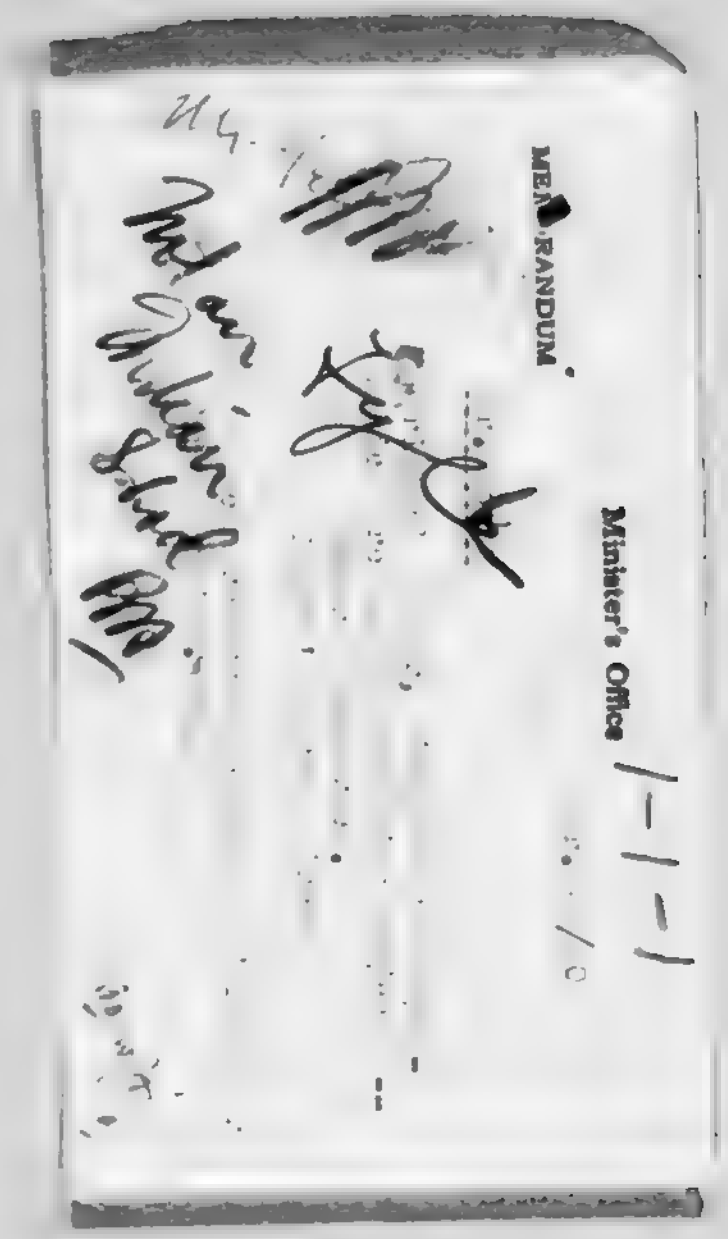
...secretary of our School Commi...
...me ago, a letter from your Department,
... was handling the Bulletin "Natural ...
..., I was thought of sending some of my pupil's ...
... have already received it and very greatly appreciated
it; it is very interesting and ... us, pupils and te...
... the wealth and ... of our country. ...
... you should to the Department of the Interior. I was
... other separate cover copier from my pupils.

... have the honour to remain
... moral ...
Your obedient servant
(Mrs.) Josephine ?. ?. Dan...
teacher.

...

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MEMORANDUM

Minister's Office

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The St. Thomas Local Council of Women wishes to express its commendation of the present system now in operation in Institutes for the education of the Indian girl and boy.

After consulting former pupils and making a careful study of the habits and inclinations of the North American Indian, we fear that a change from the present scheme to bring it into conformity with our Ontario Public School system would prove a handicap rather than an advantage in fitting them for a place in our National life.

The part time academic and practical education qualifies them,so that when they leave school they can at once be placed at gainful employment.Otherwise,the average Indian child , handicapped by the lack of finance is not prepared to further his academic education, and thus have a tendency to revert to his tribal custom of living.

Further,too, the domestic duties performed by these pupils as part of their studies, is a monetary saving worth considering in the upkeep of these institutions.

Corresponding Secretary,
St.Thomas Local Council of Women.

Mrs. John D. Talbot,
St. Thomas, Ont.

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St.Thomas, Ont., April,15th,1930.

Superintendent General,
Indian Affairs,
Ottawa, Ont.

Dear Sir:

The Women's Institutes of Western Ontario, in convention at London, Ont., expressed a desire for a change in the present educational system governing Institutions for the education of Indian girls and boys.

The women of the city of St.Thomas, after conferring with former pupils of these Institutions feel that the present system, best serves the present needs of the Indian.

Yours sincerely,

Corresponding Secretary,
St.Thomas Local Council of Women.

Mr.John D.Lemont,

DEPT. OF INDIAN AFFAIRS
APR 15 1930
RECORDS

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Mount Elgin Indian Residential School

MUNCEY, ONTARIO

W. McVITTY, Principal

The Secretary,
The Department of Indian Affairs,
Ottawa.

Dear Sir,

Will you kindly let me have approximately the amount of money to be asked for or already voted by Parliament for Indian affairs (Ed., Gen., etc.) during the present year.

I am delivering a number of addresses in which I am endeavoring to show that the Government and the Churches are really keeping faith with the Indian People in this century.

Thanking you in anticipation

I Am
Yours Very Truly,

H. P. McVitty
Principal.

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Ottawa, April 17, 1930.

Reverend Sir:

I have your letter of the 8th instant, with reference to the appropriation for the administration of Indian Affairs for the current fiscal year. In reply I have to state that the various votes in our Main Estimates - which have been approved by the Government - total $5,067,055. A Supplementary Estimate of over $400,000 is being requested also. The appropriations have not yet been made by Parliament. At the present time, the Department is using the Interim Supply. There is an annual statutory provision for an additional $234,000 from public funds and a further $218,000 will be voted for the salaries and expenses of the Headquarters staff. You will note that nearly $6,000,000. of public funds will be voted by Parliament and will be used this year on behalf of the Indians of Canada.

The following is an approximate division of this amount:-

Annuities and other payments	-	$ 285,000.
Relief	- -	600,000.
Medical	- -	975,000.
Encouraging Agriculture	-	145,000.
Education	- -	2,650,000.
Public works	- -	178,000.
Miscellaneous	- -	295,000.
Outside service and expenses	-	790,000.

Whereas Parliament has not given final approval for these expenditures, it would be inadvisable for you to give these figures to anyone as official; but there is no reason why you cannot give the information in addresses.

Your obedient servant,

Russell T. Ferrier,
Supt. of Indian Education.

Rev. S. R. McVitty,
Principal,
Mt. Elgin Institute,
Muncey, Ont.

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Ottawa, April 17, 1930.

Dear Madam:

I have your letter of the 12th instant, with enclosure, concerning the present educational system for Indian children in Canada. The Department is pleased to note that your Council believes the residential schools are meeting the needs of our wards.

Your obedient servant,

Russell T. Ferrier,
Supt. of Indian Education.

Mrs. John D. Lamont,
Local Council of Woman,
St. Thomas, Ont.

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DEPARTMENT OF
TRADE AND COMMERCE

CANADA

ADDRESS ALL
COMMUNICATIONS TO
R. H. COATS
DOMINION STATISTICIAN
OTTAWA

DOMINION BUREAU OF STATISTICS

OTTAWA,

CANADA.

May 14, 1930.

Dear Sir:

I am enclosing certain cuttings from our Annual Survey of Education. I wonder if you would be good enought to bring these up to date.

Yours very truly,

M. C. Mclean

Chief of Education Statistics.
per S.D.

Russel T. Perrier, M.A.,
Superintendent,
Dept. of Indian Affairs,
Booth Building,
Ottawa, Ont.

81-359

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Ottawa, May 16, 1930.

Dear Sir:

I have your letter of the 14th instant, with clipping on Indian Education from your annual survey. I am returning the enclosure, after bringing the figures up to date.

Your obedient servant,

Russell T. Ferrier

Russell T. Ferrier,
Supt. of Indian Education.

Encl.

M. C. MacLean, Esq.,
Chief of Education Statistics,
Dominion Bureau of Statistics,
Ottawa, Ont.

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Recalled for inclusion in memo

During the past 9 years, definite efforts have been made to improve and expand the educational activity among the youth of our Indian wards. The present Superintendent General of Indian Affairs has taken a lively interest in this work and has asked Parliament for larger appropriations, so that improvements could be made in the Indian school service. Buildings have been reconstructed or enlarged and better and more varied equipment has been supplied. Higher salaries and grants have attracted better qualified teachers and instructors. In connection with residential schools, which are a very important factor in the programme, 27 new main buildings have been erected or are now under construction.

Since 1921, the number of Indian schools has not materially increased. Added accommodation and better and more attractive instruction have contributed largely to the remarkable increase in enrolment and attendance. The enrolment has increased from 12,558 to in 1921 to 15,347 last year. During the same period, the average daily attendance has increased from 8,074 to 11,258. Not only are more children attending, but they are attending more regularly. This has had an interesting effect on the academic standing of the older pupils. Nine years ago, 929 Indian children were in Grade 5 or higher. Last year, 2,228 were in the higher grades.

The cost of educating Indian children in some parts of Canada was definitely imposed on the Federal Government by treaties. Elsewhere, the State had accepted this obligation. However, up to last year, certain bands in Ontario and Quebec still paid from their own funds part of the expenses of conducting their schools. The Government has now extended the system of free education so as to include all Indian children.

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Special efforts have been made to extend and improve the vocational training in residential schools. Larger grants to the churches that are associated with the Department in the conduct of these institutions have made this possible. Departmental officers make frequent inspections, with a view to preparing the Indian boys and girls for lives of economic independence after graduation.

The curricula and text books at Indian schools have been made to conform to the standards of the various provinces. The inspection of Indian schools by the provincial public and separate school inspectors has been extended to the three prairie provinces. Wherever this arrangement is possible, classroom instructors in Indian schools benefit greatly by the constructive criticism of men who are familiar with the best pedagogical methods in use in white schools.

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An Indian Training Ground

The following letter is from Rev. W. A Hendry, Indian Residential School, Portage la Prairie, Manitoba: The work of the school throughout the year has been satisfactory in all its departments. The attendance, as usual, has been equal to the capacity of the plant For the last ten years more children have wished to enter than we could accommodate The parents realize that the school serves a purpose which seems to bring something worth while to them, and they want their children to take advantage of it

The farm, on which we look for good things always and consider our greatest asset as a training ground for the future of the boys, was all but a failure this year because of the lack of rain. We had only four hours' rain in this district from spring until fall. No matter how it looked as though it would rain it did not seem to be able to rain, and many crops were sown twice, but all alike were burned up

Our chief recruiting ground is the Long Plain Reserve which is sixteen miles to the west of the school. More than half of our pupils come from this reserve. The Indians of the Sioux village are being moved to it, which will make it the largest reserve in southern Manitoba.

In many ways great progress has been achieved with the Indians in the three prairie provinces during the last forty years. There are few Indians to-day who cannot speak the English language and more than half the population in the prairie provinces have been through the day or residential school. They know how to farm, as many of them have received an excellent training in agriculture in some one of the residential schools, and others have worked for many years with the farmers of the plains. They have received very generous and sympathetic help from the government in the way of support and guidance through the aid of a farm instructor, and they have good land free from taxation of any kind. The Indian is not lacking in knowledge as to how to proceed to farm, but, unless they do so on their own resourcefulness and accept responsibility, they will never learn what it means to stand on their own feet. The task from now on, for a while at least, is a difficult one, as it requires a thorough knowledge of the problem, and is educational of a practical kind. It requires tact, patience and plenty of "stick at-iveness" to perform the work of transferring the load on to the Indian himself

If we continue giving to him, ever giving, we may be working toward an ever-fading objective, and at the same time creating in the Indian what is sometimes called, "lethargy of expectancy" On the other hand, if he is taught to stand on his own feet, he will be inspired to construct on his own characteristics and to develop his own leadership. It will tend to help him to work out himself his programmes of education, healthful economics and community welfare In the final analysis the only permanent foundation for progress must come from within the Indian himself

The Missionary Monthly (United Church). June 30

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Indians and I should like, if funds were available, to carry the work even further, to give technical education, to train these young boys in trades after they secure, as they do, a good common school education in their own schools in every province. But this will require more money. Year by year we have to vote more money. Since fur has become so valuable in this country and the white man has become active in trapping animals and securing their furs, it has been much more difficult for the Indians to obtain a livelihood. For that reason we have to spend more money on them, for relief, for medical attention and for what, undoubtedly, the country and the government owe to our aborigines. I believe we are not spending enough money upon the Indians, but I realize one must keep within reason in asking for the necessary funds to carry on this work. We shall, however, have to spend more money in giving the Indians better medical attention in the future than we have done in the past and I make no apology for asking these sums of money for Indian work in Canada.

Mr. SIMPSON: Can the minister give any information as to the intention of the government with respect to the erection of a new building to replace the old Shingwauk Home building?

Mr. STEWART (Edmonton): I am sorry my deputy is not with me at this moment, but I may say that we are as quickly as possible replacing old buildings with new and modern ones, and erecting new buildings where they seem to be required for Indian educational work. My deputy will be here in a few minutes.

Mr. SIMPSON: They are carrying on at present in a building that has been in existence for a period of upwards of fifty years. It is not modern at all.

Mr. STEWART (Edmonton): I have it in mind. I cannot say whether it is in the program for this year or not.

Mr. MANION: I would like to refer to the question of the fire extending from the Indian reserve at Fort William into the park. The minister is quite familiar with the facts and it is some time since I put them on record in a letter to him. The minister's deputy takes the attitude that the parks board which asks for assistance in the putting out of that fire has not a just claim inasmuch as the Indian department, although admitting that the fire started on the reserve, contend that they have already spent, I think, some $3,500 in assisting the Indians in fire protection. I am informed that $3,500 was spent on an absolute necessity in the shape of fire protection which should have been put in long before, and it has no effect so far as past accident is concerned. I wish, without delaying the committee at all, to impress upon the minister once again what I have done in private and by letter, namely, that I believe the parks board, which has had a very difficult time getting along and which has suffered because of the fire extending into their park from the Indian reserve, should be given consideration by the minister and some assistance towards at least the expenditure made by them for the upkeep of the volunteer fire fighting force—it is only a matter of about $700—should be given by the department of Indian Affairs, in spite of what my good friend the deputy minister states in regard to the matter. I trust the minister will look into this once again and endeavour to see that the parks board receive this assistance. It can be done without delaying the matter at the moment and without any special vote. I presume there are in the Indian department as in other departments votes out of which a sum of $700 or $800 could be taken. I am not speaking for what little political effect this might have; I am speaking very seriously because I think the parks board have a just case. I feel the minister thinks they have a just case and I hope he will see they are given some assistance in regard to the matter.

Mr. STEWART (Edmonton): I am familiar with the subject the hon. member has brought up. It is one upon which we have not reached decision. I have had inquiry made and I may say the report is not particularly favourable, but I think my hon. friend is correct in saying there may be some claim and I will look into the matter again.

Mr. MANION: I think in this case the minister's deputy is a little too economical for the department and he should let down the gates in justice to the parks board of Fort William.

Mr. BENNETT: I should like to say a few words about this item. Lest it be taken for granted that we approve these votes, I desire to point out to the minister that during the last few months, in fact during the last year, I have received very serious complaints respecting the administration of the Indian department in western Canada. The fault does not rest with the officer immediately in charge. political patronage has played a large part in the matter, in which the deputy head is wholly without authority. For instance there

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have been cases of machinery bought merely for the purpose of providing business for friends and which lies outdoors unused. In one instance the minister employed as farm instructor to the Indians an undischarged bankrupt, and in another case a man who is addicted to the use of liquor to too great an extent was put in a position of authority with the result that at times he gets under the weather with injurious consequences to the Indians.

There is a vast sum of money being expended for the Indians, and this talk of the minister about his desire to help these wards of the nation would sound better if he would give some little expression to that sentiment in concrete form in a proper expenditure of the money voted for the purpose, and with less exercise of political patronage in the making of appointments. The Civil Service Commission which makes appointments in some cases should make them in all. It is not simply one case; there are three cases in particular. Why is it that the near relative of a member of parliament is taken from Portage la Prairie and put on a reserve? Did the Civil Service Commission approve of it?

Mr. STEWART (Edmonton): Yes.

Mr. BENNETT: Under what circumstances?

Mr. STEWART (Edmonton): I cannot tell my hon. friend.

Mr. BENNETT: I think the minister could if he took the trouble to. The people in that locality at all events think so. In one instance the Indians were moved off one reserve—

Mr. STEWART (Edmonton): Where was that?

Mr. BENNETT: Not far from Portage, and they are supposed to be removed to another place; I do not know whether they have been or not. This is the report that was made by a gentleman who went through the west, a gentleman with no political bias at all, but with the one object of seeing how the aborigines were treated. He inquired why farm machinery should be left lying around unused—mechanical power for farming purposes unused. He also saw this reserve that I mention. In fairness to all concerned I am leaving out the name of the particular individual, the minister having ample opportunity to investigate these matters, lest it be said that injury is being done to any particular person.

Some years ago the idea was started that the Indians were raising very large crops. For instance, in my own province of Alberta there were the exigencies of—shall I say?—the demands of friends that reserves should be leased near Macleod; then reserves somewhere else; then the sale of the lands of a reserve east of Calgary; and when you go into Saskatchewan you find difficulties of the same sort, especially in the northern part of the province; and as well in Manitoba. The result is that although it is said that the Indians are producing large quantities of grain, in the main it will be found that they are not making the progress they should for the moneys that are expended, and part of the moneys we are expending belong to the Indians. There is a vast fund in this country that belongs to the Indians; for when lands are sold which the Indians own the proceeds from the sale of these lands goes into a trust fund the income of which is available for the maintenance of the Indians.

I have referred to three reserves in Alberta. I refer to a reserve in Saskatchewan. There is also a reserve in Manitoba, the Long Plains reserve, which I mentioned a little while ago. The Indians I referred to are the Indians who were removed from Portage to the Long Plains reserve. I could go into these matters in detail, but I think it is sufficient for my purpose to indicate them lest it be said that we have approved of this vast expenditure; and I say "vast" advisedly, because while it may be a relatively small sum of money, actually it is a very substantial sum. You have $2,500,000 out of $5,000,000 being used for Indian education, including the construction of school buildings. It would be desirable, if we had time, that we should have a complete statement from the minister as to just what work is being done and what the results are. Possibly the nearness of the end of the session is a good reason for not wanting to go into the matter in detail, but I should like the minister to know that there are those deeply interested in these questions who are studying them from outside observation, and they believe that the results obtained are not at all in keeping with what could be secured from the expenditures made. A tendency is manifesting itself to expend money in the purchase of facilities for farming which are not used for farming, with resultant idleness on the part of the Indians—the tendency of the Indian in that direction is well known to all—with the unfortunate result that instead of the Indian becoming more self-respecting he is becoming more dependent. Occupying as they do very excellent areas of land of high agricultural value, we know that there are not wanting those who are always endeavouring to see that these lands are sold

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and purchased by someone else. The minister has had a good deal of experience in that regard in various sections of the country. He knows the means that are taken to have the Indians made to believe that it is desirable for them to sell, and then when they find their reserves gone and the lands sold the result is that you have a worse condition than you had before. The minister knows the difficulties which sometimes have been pointed out in correspondence from, I fancy many others besides myself.

Without taking the minister's time or the time of the committee to go into the mass of detail which I have under my hand, and which I had expected would be useful at this session of the house, representing accumulated detail extending over twelve months, I do suggest to him that whatever little time he may have at his disposal for Indian affairs might be utilized in having the closest possible inspection made of all the reserves in the western provinces. I know the inspectors' reports. Unfortunately I have seen some of them and have checked them up. I know the difficulties in connection with farm instructors, and I am not unmindful of the difficulties which the minister has to experience with those who think that they are fitted by a kindly Providence better to discharge the duties of instructors, farm and others, to Indians than any other people in the world. But if we are to get some value for the money that we are expending and make the Indian, as we all desire to do somewhat more self-reliant and less dependent and improve his position in the community by encouraging him to engage in agricultural pursuits and the raising of stock, as was done at one time in connection with two reserves in Alberta, we shall have to adopt different means from those which are now in vogue. I know not whether it is so or not, but certainly an authority to whose judgment I attach a great deal of importance is strongly of the opinion that there has been a steady deterioration in recent years in the morale of the Indians upon the reserves. That is not wholly attributable to my hon. friend's administration, of course, but it is attributable to causes which the government might, it seems to me, by taking strong action overcome. I content myself with pointing out these matters, without taking time to read a vast quantity of evidence which I have dealing with them. I ask the minister to endeavour to ensure by—shall I say?—observation and action on the ground, and not departmental action from Ottawa, that better results are obtained for the money expended than those which we have heretofore realized; for some of the education that we have given the Indians has only resulted in the poor unfortunate becoming the easier the victim of the tendencies of modern civilization. I think the minister knows what I refer to in that regard. Despite the efforts that are made to prevent the Indian becoming the victim of drink, very often his improved education has the more readily made him the victim of—shall I say?—civilization. All these things are matters that I regard as of great importance from the standpoint of the treatment of our aborigine, and I earnestly hope that step will be taken to improve the conditions I have mentioned.

Mr. STEWART (Edmonton): There are reserves in western Canada—I presume my hon. friend is peaking of the farming reserves—where implements are left out of doors. But that is the case on almost every farm in western Canada. On the whole I think we have more facilities on the Indian reserves for storing agricultural implements than will be found on ordinary farms in any given locality in the western country. As fast as we can get money—because after all it is a question of money—we believe in providing facilities for covering these implements at or near the agent's quarters on the reserve. The appointment of agents is made by the Civil Service Commission, usually after a competitive examination.

Mr. BENNETT: It was not agents that I mentioned.

Mr. STEWART (Edmonton): Farm instructors are appointed by the commissioner at Regina. The case mentioned by my hon. friend is that of Mr. Edwards, who, he says, was an undischarged bankrupt when he received his appointment. I did not know anything about that at the time. After his period of probation he did not prove to have the necessary qualifications for the work and he is no longer in the employ of the department. My hon. friend says that the Indians are making no improvement in the way of farming. May I direct his attention to the Blood reserve at Macleod? They had well over one hundred thousand bushels of grain on that reserve last year. The Indians on the Blackfoot reserve are also making progress. As to the sale of Indian land, I agree with everything my hon. friend has said. Usually the reserve covers the best land in any given locality, and there is a desire on the part of the people who surround it to secure that land and they try every means in their power to get possession. The Blackfoot reserve was sold long before I became Superintendent

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General of Indian Affairs, and we have had a good deal of trouble in getting collections of the moneys due the Indians, but we have succeeded in straightening out the difficulty. It is not the policy of the department to sell any land required now or that may be required in the future by the Indians of western Canada if it can be utilized by them for grazing, agriculture or any other purpose.

With respect to the education of the Indians, when I took charge of this department I found the various churches of the country, the Roman Catholic under the Oblate Fathers, the Anglicans, the Presbyterians, the Methodists—of course the Anglicans and the Catholics were engaged in this work to a much greater extent than the Presbyterians and the Methodists—I found that these churches had constructed buildings and had become responsible for the indebtedness incurred in their construction, and they were levying upon their adherents to secure money necessary to carry on their educational work. These churches had gone into the country in a missionary spirit to educate and christianize the young Indians, and I did not think it was fair to have them carrying that heavy financial burden. Therefore I immediately took steps to purchase from them the institutions that were considered to be useful for a number of years to come and to replace as far as possible the structures that had fallen into disrepair. To-day the churches are carrying on their work under much better conditions than they did when I became minister of the department.

With 105,000 Indians scattered over the Dominion from the Atlantic to the Pacific, and away up in the Arctic, it would be strange if some of our officials did not go wrong once in a while. But may I say to the hon. leader of the opposition that I will not tolerate an official on an Indian reserve who has anything to do with liquor—and I am not a prohibitionist.

Mr. BENNETT: Hear, hear.

Mr. STEWART (Edmonton): That is one very strong resolution I have made in this regard, and I intend to carry it out. So far as I know, we try to keep the staff engaged in Indian work as reasonably clean as we possibly can. I do not say that we will not have difficulties now and again; anyone who has to administer this department is bound to have difficulties; but I say we are making progress, and did time permit I should be glad to inform the house of the lines along which we are making splendid progress in Indian affairs.

Mr. BRADY: I want to bring home to the Minister of the Interior a few facts that are vital in this discussion. I think he will admit it without hesitation, that the money we are spending on the education of Indians in Canada has not resulted in making the Indian part of our Canadian life. No hon. member of this house who has studied the Indian problem can dare tell me that beneficial results have accrued from this large expenditure. If we compare the condition of the Indians in Canada with that of the Maoris in New Zealand, we find a striking contrast. The Maoris in New Zealand have entered almost every profession and you even find them in the legislative halls of that dominion. Unfortunately we cannot point to a similar advance among the Indians in our country. I believe that the minister has honestly endeavoured to the best of his ability to solve the problem of educating the Indian, but he has not succeeded. The Indian on the many reserves to-day, with the most valuable land in the country at his disposal, is not doing for himself what he should do when we take into account what we expend upon his education. What is the position of the Indian to-day? I grant that the Indian schools are doing good work? There is the Coqualeetza school, the school at Fort Simpson, Alert Bay, Telegraph Creek and Wrangel, and although they are doing very good work we must admit that they are not solving the problem of getting the full value of these 105,000 Indians who have been taken from their natural habitat by our modern methods, and to whom we are trying to give a modern education. We have succeeded only in giving them a veneer of education, and we have not followed the education of those Indians to its legitimate end. In their education I suggest that we should strive to teach those Indian children to be part of the modern life in which they find themselves. Are the Indian schools doing that? I desire that when we spend so much money on Indian education we shall see to it that those Indian children have good teachers, and teachers who are well paid. Furthermore those children should be taught technical work in which pursuit the Indian is an expert.

Without taking more time of the committee I wish to say that by instinct the Indian is a craftsman. Hon. members would do well to take note of the work they have done with wood carving in western Canada; they are efficient in painting and basket weaving. What have we done to fit the Indian for the vocation to which he is entitled? We

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should direct our attention to the study of the Indian in a more practical fashion than we are doing to-day and I hope that during the coming year a great and concerted effort will be made to make those Indians part and parcel of our modern civilisation, a position which they do not hold at the present time.

Mr. KELLNER: I have a long letter concerning the dismissal without notice of Mr. W. Edwards. Is the minister in a position to make a statement as to why this man was dismissed?

Mr. STEWART (Edmonton): I believe my department received a letter from my hon. friend. I made inquiries, and as a result I find that there statements were made to the effect that this man was an undischarged bankrupt. The claim was made that the Indians owed him money, which claim I believe has been denied. The chief complaint however was that the man was not fit and capable to carry out his duties, and for that reason was not employed longer.

Item agreed to.

Progress reported.

BUSINESS OF THE HOUSE

SITTING THIS DAY AFTER ELEVEN O'CLOCK—SITTING ON ASCENSION DAY

Right Hon. W. L. MACKENZIE KING (Prime Minister): I wish to move that this house do not adjourn at eleven o'clock to-night.

Mr. BENNETT: We should have a lefinite statement as to when the house will rise. We had difficulty on one occasion in connection with that matter and it is better to have a definite time to take the place of eleven o'clock rather than to proceed indefinitely and then have difficulty.

Mr. MACKENZIE KING: My hon. friend and other members of the house are no doubt aware that to-morrow is Ascension day, and that in the past it has not been customary for this house to sit on that day. It has not been customary either to sit on May 24. As we had two sittings on that day and are now doing our utmost to get through with the business of parliament as rapidly as possible, it might suit the convenience of all if we were to meet only for two sittings to-morrow instead of three as we are doing at present. In that way we would leave the morning clear and meet in the afternoon. If that is agreeable, I would suggest that it might be advisable to meet at the hour of two o'clock in the afternoon instead of at three o'clock. In regard to this evening, I imagine it will meet the convenience of all parties if we fix the hour of adjournment at one o'clock. Some hon. members have mentioned that we might continue to sit until two o'clock; on the other hand, I have learned that there are other members who prefer to adjourn at one o'clock. That being the case I would suggest the hour of one o'clock, and with the consent of the house I shall include that hour in my motion.

Motion agreed to.

Mr MACKENZIE KING: I shall make the formal motion that this house do sit to-morrow, May 29, 1930, beginning at the hour of two o'clock p.m.

Motion agreed to

Mr. MACKENZIE KING: May I add that I hope the fact that for part of the day we are to sit on Ascension day will not be regarded as in any way establishing a precedent?

SUPPLY

INDIAN AFFAIRS

The house in committee of supply, Mr. Johnston in the chair

Indians—Manitoba, Saskatchewan, Alberta and Northwest Territories—$1,061,257.

Mr. FANSHER (Last Mountain): I want to bring to the attention of the minister the matter of some Indian accounts. In some instances in the province of Saskatchewan Indian agents have gone out to the farmers and purchased seed grain, feed oats, hay for horses and in some instances cattle. In some cases these people have received part pay, but in others they have not received anything. I brought this matter to the attention of the minister last year, and my remarks are recorded at pages 3807 and 3808 of unrevised Hansard. Among other things the minister said

In every case where he is able to produce such an order we are prepared to settle, and in some cases where the evidence is clear that the transaction actually took place and that the creditor has given value for the claim, we will try to make an adjustment.

It seems to me that some provision should be made at this session of parliament to pay these accounts when the agents get seed grain or feed from farmers. I hope the minister will see that these accounts are paid this summer

Mr. STEWART (Edmonton): All I can say is that we do recognise the orders of the agents, but we do not pretend to recognise trading done with Indians unless by the

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authority of the agents. We have had a great deal of difficulty in settling up old accounts which have dragged on for some years; many of the obligations in this respect occurred during and just after the war. I think, however, with the exception of just one or two at Touchwood we have paid up most of these accounts, and the crop on the Blood reserve this year will no doubt clear up a very heavy indebtedness which exists there. We are watching the matter very closely and hope we will be able to clean up the last of these accounts before the year is over.

Mr. FANSHER (Last Mountain): Am I to understand that it is not the intention of the department to take care of these accounts at all until such time as the money comes from crops belonging to the Indians themselves?

Mr. STEWART (Edmonton): No, that is not what I want my hon. friend to understand. As far as possible we want to avoid taking money from our Indain account for the purpose of paying these amounts. In the case of the Blood Indians there was about $50,000 owing, a very large amount, and I am informed that this year their crop will clean up that account. In some cases we have had accounts long overdue and have had to vote the money to pay for them. I want my hon. friend to understand that it has not been an easy task to clean up this old indebtedness, but I say we hope to be able to clean it up during the present year.

Mr. FANSHER (Last Mountain): I should like the minister to understand also that it has not been an easy task for these men to carry these accounts for ten or twelve years, some of them for very large amounts. I do not refer to any cases where trading has been done between the Indian and the farmer; I refer to cases where the agent went out and gave orders on government stationery. The farmer, thinking he was going to get his pay in the near future, let go of a valuable liquid asset and still has not received his money. We make loans to harbour commissions and many other institutions throughout Canada, and it seems to me this matter should be cleaned up now. It should not be difficult to make a loan to the department which would enable these legitimate accounts to be paid. They should be paid; it would not take a great deal of money and it would relieve a great deal of hardship among the farmers who have been carrying these accounts for a long time.

Mr. McQUARRIE: I have quite a large file of correspondence here in reference to the case of C. B. Rothery, who was a clerk in the Indian office at Onion Lake. This man claims to have been unjustly treated; he was appointed to the position through the Civil Service Commission, and after six months probation he was dismissed by the department. I have a recent letter from him in which he says:

> A communication from J. C. G. Herwig, service bureau, Canadian Legion, to the representative of the imperial section of the Legion—a copy of which letter has been passed to me—reveals the following interesting admission by the Indian department:
>
> "We have been met with a bland denial of such interference (political) and been told that the department did not wish to accept Rothery in the first place, doubting his competency." This I consider explains the attitude of the Indian department throughout the whole business and does prove their intention to appoint the nominee of C. R. McIntosh, M.P.; further that it certainly supports my contention that they did not intend that I should get past the period of probation.

And so on. I also have a number of communications from prominent people in the district, which I will not take time to read to the committee. However, there is one letter from a prominent gentleman in Fort Pitt, Saskatchewan. I will let the minister see this letter if he wishes, but I do not wish to put it all on Hansard or to give the name of my correspondent. I should like to read a short extract, however, as follows:

> The whole district feels most strongly about his dismissal from the position he held as clerk at the Onion Lake indian agency, a feeling I certainly share myself. We all know Rothery as a very capable, courteous man fitted in every way for the position he held at Onion lake. His academic qualifications and experience place him right in the front rank, and it is disgraceful to think that he should have been dismissed from Onion lake on such paltry grounds. I have gone into the whole matter most fully, and to me the business will hardly bear the light of day.
>
> We all feel that Rothery was eminently suited for the job as clerk at Onion lake. His past records are irreproachable. I have made a number of private inquiries into this matter and have viewed all possible aspects of this case. I now come to the conclusion that there should be a thorough, impartial inquiry into the whole business, which I know would lead to Rothery's reinstatement.

Would the minister care to make a statement in connection with that case?

Mr. STEWART (Edmonton): Yes. I may say that I have heard of this case to-night for the first time, but I am informed that this man was selected by the Civil Service Commission for the position; he was taken

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on for a period of probation of six months, and was found to be unfitted for his job, so he was let out. As I say, I had not heard of this matter until my hon. friend brought it up to-night, but that is the information I have with respect to the case. I may add that surely the officials of the department ought to be the judges of whether or not a man is capable of filling a position after he is given a trial. If he had not received a trial it would be a different matter, but I am bound to say that I shall have to accept the opinion of my officials against any outside suggestions as to efficiency or anything else with respect to the department. I do not know anything about this case; it has been dealt with by the department officially, and the officials of the department must be the judges of a man's qualification to fill a position after he is given a fair and impartial trial

Mr. McQUARRIE: Does the minister know whether it is true that the man who got the position was recommended by the hon. member mentioned in this letter?

Mr. STEWART (Edmonton): I do not know who has the letter or where it is filed I had no knowledge of this matter until just this moment

Mr. McQUARRIE: The statement is made to that effect

Mr STEWART (Edmonton): I cannot be responsible for all the statements which are made but undoubtedly the Civil Service Commission would have to pass upon the applicant, and would also send us another one

Mr. McQUARRIE: As a matter of fact they did give this man the appointment. He is a returned man, while the man appointed in his place was not. Does the minister know that to be the fact?

Mr. STEWART (Edmonton): I do not know anything about the appointment. As clerks are required they are advertised for in the usual way and the appointment is made by the Civil Service Commission. The individual who obtains the appointment is taken on probation, but if he is found to be unfitted for the position he is let out and we ask the Civil Service Commission to give us another appointment.

Mr. McQUARRIE: Does the minister agree that there should be an investigation made?

Mr. STEWART (Edmonton): If my hon friend will give me the information which he has and I find that an investigation is warranted, yes. Every man is entitled to fair treatment, but many of these cases come up and it is found usually that the officials in charge are capable of deciding whether or not a man is fitted for the position. If that man has not had an opportunity of demonstrating his fitness for the position, then there might be grounds for complaint.

Mr. McQUARRIE: The gravamen of this charge is that the department never intended that this man should retain the position. That would appear to be a clear case of fraud, and more than that there is the suggestion of political interference.

Mr STEWART (Edmonton): If my hon friend is willing to give me the information in his possession I will go into this matter thoroughly and if in my opinion any injustice has been done to this man, an investigation will be held

Mr McQARRIE: No doubt the deputy has full information as to what took place These are rather serious charges, and they seem to be backed up by very prominent residents of that district who think that an injustice has been done to this man. I should be very glad to give the minister all the information I have, and I would ask that he consider the holding of an investigation. It is very unsatisfactory that there should be, as there has been in this case, any political interference, particularly when a returned man is displaced by a man who did not serve overseas.

Mr FANSHER (Last Mountain): Has any provision been made for the payment of these accounts?

Mr. STEWART (Edmonton): Does the hon. member mean by way of a special vote?

Mr. FANSHER (Last Mountain): Yes

Mr. STEWART (Edmonton): No, but should it be deemed absolutely necessary that payments be made, and the accounts do not run into too large a sum, they will be taken care of.

Mr. FANSHER (Last Mountain): Does not the minister think that some of these accounts should be paid? The crops were poor last year and the farmers would like to receive their money. I would like to see the minister bring in a supplementary estimate to cover this matter. It would not mean the payment of a very large sum out of the federal treasury, and that would be returned as new crops are grown

Item agreed to

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Indians—British Columbia--$591,000.

Mr. FRASER: What percentage of this vote was expended last year?

Mr. STEWART (Edmonton): So far as education is concerned, we have found that we have overspent our votes in all the provinces. We do not carry over any amounts in the Indian department, especially in those items dealing with medical health and medical services.

Mr. FRASER: One of the items in this vote is for $100,000 to provide for technical education, hospitals, medical attendance, promotion of agriculture, stockraising, fruit culture, and irrigation projects, and I would like to know in a general way what disposition was made last year of that amount, and how it is proposed to expend this present vote.

Mr. STEWART (Edmonton): That is the sum which was fixed two years ago as a settlement with the Indians.

Mr. FRASER: Could the minister indicate in a general way how the amount is being spent? For instance, how much is being spent on technical education?

Mr. BENNETT: And what is meant by technical education?

Mr. STEWART (Edmonton): I did not anticipate being asked these questions, and I have not that information with me. The $100,000 is divided up in various ways for the benefit of the Indians in British Columbia. Does the hon. member want a statement as to how that amount was spent?

Mr. FRASER: I wanted only a general statement, but if the minister is going to prepare one, perhaps he would prepare a complete statement.

Mr. STEWART (Edmonton): The expenditures for this year were as follows:

Technical education..	$10,000
Hospitals and medical attendance.. ..	60,000
Promotion of agriculture, stock raising and fruit culture..	15,000
Irrigation projects..	15,000

Mr. FRASER: Most of the amount went for medical purposes.

Mr. STEWART (Edmonton): That is quite right.

Mr. McQUARRIE: Is it the policy of the department to lease Indian lands to orientals?

Mr. STEWART (Edmonton): I am informed that where they are available for leasehold, Indian lands are leased to orientals.

Mr. McQUARRIE: On page 1368 of Hansard of this year appears an answer by the minister to a question asked by the hon. member for Battle River (Mr. Spencer). A list is shown of about 32 orientals who have obtained leases on the Kamloops No. 1, Tsoohadie, "foreshore", Tsussie, Whonock and Musqueam reserves. I presume the minister knows of the agitation in British Columbia against the leasing of lands to orientals. He knows the foothold they are getting on lands in that province. I suggest to the minister that this is a policy the department should not pursue. Is there any particular reason why such a policy should be pursued?

Mr. STEWART (Edmonton): I know of no particular reason. So far as I am aware, the oriental rents property freely in British Columbia for the purpose of raising vegetables. The Indian department is not unique in the fact that it happens to have a few leases with orientals, who, so far as I know make very good gardeners; they take good care of the land and we get the rentals from them. There is no difficulty about getting our rentals. They are not receiving possession of the land in any way; it is merely on leasehold. I may say frankly, if Anglo-Saxons wish to rent the land they would certainly have the privilege, but I do not know that we should take the ground that we would absolutely refuse to lease lands to orientals unless that were a general policy in British Columbia and then, of course, we would acquiesce in it. The hon. member knows the oriental is a very large leaseholder in British Columbia.

Mr. McQUARRIE: The minister says that the orientals take good care of the land. Perhaps the minister does not know. As a matter of fact the orientals do just the opposite; they use up the land. It is estimated that if an oriental can have land for five years, its productive qualities are practically nil for quite a long period after. The minister has not that information, I presume.

Mr. STEWART (Edmonton): My hon. friend knows that right at his own home on the delta there is a very large settlement of orientals who have been there for a number of years. I happen to know that from observation. I had not heard they were leaving the land; they are farming it under leasehold. I had not heard that they were more extravagant in the use of land or took the life out of it more quickly than their white competitors. That is news to me, I confess.

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Mr. McQUARRIE: It is quite true nevertheless. I presume the minister is not aware that the great majority of the farmers throughout that district have decided not to lease any lands to orientals. The minister has not that information?

Mr. STEWART (Edmonton): No.

Mr. McQUARRIE: I want to ask another question in regard to unused Indian reserves. What is the policy of the government in connection with lands that are not being occupied by Indians at all? How many reserves have we like that in British Columbia?

Mr. STEWART (Edmonton): I think we have in the neighbourhood of 1,200 in the province of British Columbia. I frankly confess we are not anxious to sell Indian lands, but when there are no Indians going to make use of them and they are of any particular value for agricultural purposes, they are usually sold or put under leasehold. Use is being made of them in some way, but the Indians of course receive the benefit of the receipts from the leases, and in this way we are assisted in carrying on the Indian work As I say, we are not keen on selling Indian lands; we believe there is little enough land reserved for the Indians without depleting it further.

Mr. McQUARRIE: When the department proceeds to lease lands, does it advertise them in any way or give opportunity to the public generally to know that such lands are for rental?

Mr. STEWART (Edmonton): Usually we have applications for them and we seek to make known, in the locality in which the land is located, the fact that it is for rental. In the case of sales they are always by public auction and more often than otherwise there is only one individual interested, or there may be two. We try to meet all who are desirous of obtaining leases of these lands.

Item agreed to

Indians—general, $336,500.

Mr. BENNETT: Perhaps the minister will give us a few words of explanation in connection with the item of $137,000 for the prevention of the spread of tuberculosis. I had a communication in respect to that the other day

Mr. STEWART (Edmonton): We are not anything like meeting the requirements of the case in regard to the suppression of tuberculosis amongst the Indians. Indeed, there is in Canada scarcely a band of Indian which is not more or less affected by tuberculosis. Unfortunately the disease has spread to rather an alarming degree, so much so that we are really anxious about it. I am asking for the appointment of an assistant Indian medical officer, but even that does not touch the fringe of the question. Something further will have to be done, and a very considerable sum of money spent on this work in order to meet the situation. I am having a survey made at the present time of the hospital facilities in every province in Canada, because we believe, rightly or wrongly, that it will be more economical for the department to work through the existing hospitals of the provinces than to attempt to set up large institutions of our own with the incidental cost. Of course in some instances we shall have to establish hospitals. Moreover, growing out of this is another demand, a demand for some sort of institution to house our old people, but I frankly confess our chief cause of alarm at the moment is tuberculosis and the ravages of this disease amongst the Indians and also the danger of the spreading into the communities that surround them as a result of so much of it being found on the reserves. Year by year we shall have to increase the vote for this purpose. I consider it a real menace and we are giving it very careful attention in the hope of meeting the situation as far as it is possible to do so, not to eradicate, but to suppress, if possible, the spread of the malady.

Mr. BENNETT: Last week I was at the Byron hospital near London and I saw some Indian inmates of that hospital. During the past year I had occasion to observe the ravages of this disease in the Sarcee band near Calgary, where the band is certainly in a very precarious condition, where diseases of other kinds than tuberculosis have undermined the vitality of the survivors, and something must be done. The same thing is equally true in regard to other reserves in Alberta. I have had no opportunity to see other reserves but one, and therefore I cannot with any degree of certainty speak about the matter. The minister anticipated a suggestion I was going to make to him, and it is this: We have a Department of Health and there should be the closest cooperation between the two departments. This overlapping is one of the things that disturb people greatly. The federal Department of Health should be of some service in matters of this kind. The hon. gentleman has referred to a subject that, I think, is of considerable importance, namely, the tying of the efforts of the department to those of the provincial organizations in some way. I do not know just how this can best

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be accomplished. Take, for instance, the large institution near Robertson, west of Calgary, where large numbers of tubercular patients are being treated. From the inquiries I have made, it did not seem to me you could take the Indian patients to that sanatarium and have them treated with the other patients there.

Mr. STEWART (Edmonton): What we are doing—and we are trying to extend it—is to provide a sum of money to build extensions to these institutions, and they are operated as Indian annexes.

Mr. BENNETT: The hon. member knows what was done at Gleichen in connection with trying to put up little houses for them. It is their way of living that makes them so susceptible to the inroads of this disease. Certainly there are a great many people who are intensely concerned as to whether or not the existing conditions are not a menace to the public health of the surrounding community, as the minister has said. The deaths last year were very considerable, especially among the younger men and women on the reserves. The sum of $137,000 properly expended in one year in a concentrated effort at one particular point might provide facilities that would ensure that community against the ravages of this disease being so apparent next year, but a sum like $137,000 spread over as thinly as it has to be to take care of the whole situation, I am afraid, accomplishes very little good. I am bound to say that the facilities that have been provided in connection with the Sarcee and Blackfoot reserves and at one or two other places have done an amazing amount of good. But the Indian does not take kindly to the preventive measures that have to be taken to ensure anything like reasonable results. The reason I brought this matter up was that there might be on Hansard for the benefit of those who are tremendously interested in this matter a statement from the minister to which I could refer them, indicating a realization on his part of the dangers of the situation and as to what steps are being taken, not to eradicate, but to bring about an attitude of mind on the part of those concerned by which they will let nature operate so as to prevent their becoming victims of tuberculosis.

Mr. STEWART (Edmonton): We have been expending very large sums of money on the building of educational institutions, and I think we have now reached the stage where we shall not require so much money for that purpose. Both this year and last, in conjunction with the Department of Health at Ottawa and the provincial departments of health, we have been making a survey with a view to establishing additions to the institutions already built to take care of the Indians who are suffering from this and other diseases.

Mr. MANION: May I suggest that there is this point to be remembered? The Indians are more susceptible to any disease taken from the white men than are the white men themselves, and a good deal of the work done should be directed not so much to taking care of the Indian after he has taken the disease as to preventing him from taking it. Tuberculosis is a disease which comes upon patients particularly after having had measles, and keeping the Indians from getting such diseases as measles will render them less susceptible to tuberculosis. Preventive measures of that sort will do more good than looking after the Indian after he has taken the disease.

Item agreed to.

Indian education, including the construction of school buildings, $2,400,500.

Mr. BENNETT: Perhaps the minister would give us some statement as to how this money is to be expended. The minister knows the demands in connection with buildings in certain parts of western Canada, and I think it would be desirable to have a statement on Hansard for reference.

Mr. STEWART (Edmonton): We have in operation this year boarding and day schools in the various provinces as follows: Prince Edward Island, 1; Nova Scotia, 11; New Brunswick, 10; Quebec, 33; Ontario, 96; Manitoba, 55; Saskatchewan, 39; Alberta, 21; Northwest Territories, 6; British Columbia, 62; Yukon, 7; or 341 in all. There are no boarding schools in Prince Edward Island, Nova Scotia, New Brunswick or Quebec, but there are 13 boarding schools in Ontario; Manitoba, 10; Saskatchewan, 14; Alberta, 19; Northwest Territories, 4; British Columbia, 16; Yukon, 2

Mr. BENNETT: Is this new construction?

Mr. STEWART (Edmonton): No, these are schools in operation. The new construction is as follows:

Shingwauk Home, Ontario (C.E.)	$ 50,000
Norway House, Manitoba (United)	15,000
Birtle, Manitoba (Pres.)	125,000
Muscowequan, Saskatchewan (R.C.)	145,000
Brocket, Saskatchewan (R.C.)	25,000
Albert Bay, British Columbia (C.E.)	10,000
Blue Quills, Alberta (R.C.)	125,000
Edmonton, Alberta (United)	14,000
Old Sun, Alberta (C.E.)	50,000

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Providence, Northwest Territories (R.C.)	15,000
Cariboo, British Columbia (R.C.)	26,000
Carcross, Yukon (C.E.)	10,000

That is our program for new construction and improvements to existing buildings for this year.

Mr. PECK: What schools are maintained in the Northwest Territories?

Mr. STEWART (Edmonton): We have a day school at Aklavik, with 40 pupils; one at Fort Resolution, with 80 pupils; one at Hay river, with 50 pupils; one at Providence, with 65 pupils

Mr. SIMPSON: Is the amount the minister mentioned for the Shingwauk Home at Sault Ste Marie to be used for the construction of a new building? The old building has been there for over fifty years, and they are hopeful—I understand that they were led to believe—that a new building would be erected.

Mr. STEWART (Edmonton): I am informed by the deputy minister that this is to commence a new building, which it is expected will cost $100,000. But this is all we shall expend this year.

Mr. FRASER: The minister mentioned a new building at Cariboo.

Mr STEWART (Edmonton): An amount of $26,000 is being spent for a water supply at the school at Cariboo.

Mr. FRASER: I noticed in the Auditor General's report for 1929 an amount of about $35,000 for Indian children attending white schools. What is the policy of the government in regard to paying the expenses of Indian children attending white schools?

Mr. STEWART (Edmonton): Where the Indian children are attending the school, as we contribute nothing as ratepayers we have to pay fees

Mr. FRASER: That is the general policy?

Mr. STEWART (Edmonton): Yes.

Item agreed to.

Indian education—further amount required, $100,000

Mr. BENNETT: What is this?

Mr. STEWART (Edmonton): When we closed the year we found that a number of the votes had lapsed with respect to the construction of buildings and we were short $100,000.

Item agreed to.

Miscellaneous—to provide for a gratuity to Peter Tomkins, farming instructor, formerly of Saddle Lake agency, Alberta, $500.

Mr. BENNETT: Is Peter Tomkins an Indian?

Mr. STEWART (Edmonton): No. For many years he was in the employ of the Indian department, particularly through the period of the rebellion. Now he is unable to maintain himself, and we are voting this as a gratuity for the services he rendered in the early days.

Mr. BENNETT: It is a small sum, but there is a precedent involved which is of very great importance having regard to the letters one in my position receives from those who took part in the Northwest rebellion. When did he leave the public service?

Mr. STEWART (Edmonton): He left the Indian service some years ago, but later he was employed in the Department of the Interior as a homestead inspector. I do not think he has been engaged in the Indian department for twenty years.

Mr. KENNEDY: He has been in the public service forty years altogether. He was Dominion Land Agent at Grouard until 1911.

Item agreed to.

Indian affairs—salaries, $195,000; contingencies, $23,000.

Mr. COWAN: Is there any provision in the supplementary or the main estimates for making an addition to the hospital at Sioux Lookout in the northern part of the territory? It is a convenient point to establish a hospital by reason of the fact that Indians resident in the area from the Manitoba boundary to as far as Cochrane are treated there. Representations have been made to the department that a wing should be added to the hospital. At present the Indians are treated in an institution erected by the citizens of the community. I think it is only fair that the department should pay for the construction of a wing to the hospital in pursuance of the request that has been forwarded to the minister.

Mr. STEWART (Edmonton): If we can make an arrangement with the hospital authorities we intend to provide the money for the construction of a wing for the purpose my hon. friend has mentioned. It is our intention to put an item in the estimates next year. In the meantime we will continue to pay the ordinary hospital fees.

Mr. McQUARRIE: What is the reason for the increase of over $16,000 for salaries?

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Mr. STEWART (Edmonton): We are appointing a new medical officer to assist the chief medical officer at a salary of $4,000; a departmental accountant, grade 5; a survey engineer, grade 1; a clerk, grade 4; an inspector of Indian agencies, grade 2. This official in the past has been paid from the vote for the outside service; we are transferring him to the permanent inside service. These, with a few other increases make the total of $16,000.

Mr. McQUARRIE: There is an increase of $1,500 for contingencies.

Mr. STEWART (Edmonton): We find that we have not had enough money in the past for contingencies, and we are now asking for $1,500 more.

Item agreed to.

DEPARTMENT OF NATIONAL REVENUE

National Revenue—Civil government - salaries, $770,980; contingencies, $80,000.

Mr. BENNETT: Does this amount include the salaries of special officers who have been taking charge of prosecutions and looking after matters of that kind?

Hon. W. D. EULER (Minister of National Revenue): No, this is under the civil government section.

Mr. BENNETT: They are not included in that?

Mr. EULER: No; this applies to the officers in the departmental head office.

Item agreed to.

Salaries and contingent expenses of the several ports in the Dominion, including pay for overtime of officers, notwithstanding anything in the Civil Service Act, and temporary buildings and rentals, $8,064,000.

Salaries and travelling expenses of inspectors of ports and of other officers on inspection and in connection with the Board of Customs, and amount required to create positions, make appointments and pay salaries and expenses of Dominion appraisers, investigators of values and claims for drawbacks, $1,327,940

Miscellaneous Printing and stationery, subscriptions to commercial papers, flags, dating stamps, locks, instruments, etc., for various ports of entry, express charges on samples, stationery and legal forms, legal expenses, premiums on guarantee bonds and uniforms for customs officers, $650,000

To provide for expenses of maintenance of revenue cruisers and for preventive service and amount required to create positions and make appointments of officers for the prevention of smuggling and to investigate reported frauds against the revenue; also to provide for the expenses of such officers and for the purchase or charter of vessels, and for the purchase or hire of automobiles to be used in the prevention of smuggling or other offences against the revenue laws, $1,812,512.

[Mr. McQuarrie.]

Amount to be paid to the Department of Justice, to be disbursed by and accounted for to it, for secret preventive service; amount required to create positions and make appointments of officers for the prevention of smuggling and to investigate reported frauds against the revenue, notwithstanding anything contained in the Civil Service Act, and the said positions and staff so appointed to be wholly excluded from said act, $60,000.

To provide for the administration of the Business Profits War Tax Act, 1916, and the Income War Tax Act, 1917, and amendments thereof, and authority for this purpose to create positions and make appointments notwithstanding anything contained in the Civil Service Act, and the said positions and staff so appointed are hereby wholly excluded from the operation of the said act, and salary of $8,000 for the Commissioner of Income Tax, $2,200,000

To hereby provide, notwithstanding anything in the Consolidated Revenue and Audit Act or any other act or law, for payment out of the Consolidated Revenue Fund to A. C. Lacouvee, special customs excise officer grade 2 on the preventive service staff of the Department of National Revenue of an amount at the rate of $500 per annum to commence from July 1, 1930 and to continue thereafter until the death of the annuitant, $500.—Total, $14,114,052.

Mr. MANION: There are a number of increases here, and some decreases. I would like the minister to give us some explanation, because it is a long item.

Mr. EULER: The total increases for all the main estimates amount to $21,000 more than they were last year. Does my hon. friend refer to any particular increase?

Mr. MANION: It is rather a long item, and I was anxious to have the minister say something about it. What is the first increase?

Mr. EULER: The statutory increases account for $112,340, and the amount necessary for salaries for additional officers required to cope with the increased customs excise business is $222,780. The increase in contingencies based on expenditure for 1929-30, is $99,910; increase due to the promotion of officers, $7,635; increase due to transfers and retaining services of seasonal officers longer than estimated for, $19,455; and salaries underestimated for 1929-30, $1,175, making a total of $463,295. Less the decrease due to newly appointed or promoted officers coming in at the minimum or lower salary than that received by predecessors, $91,875; decrease due to positions abolished on account of closing of customs offices, $123,395.

Mr. MANION: May I ask if the minister expects to have increased expenditures due to the liquor export act?

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No. 211. Royal Dainties.

WHAT WILL YOU DO WITHOUT HIM?

FRANCES RIDLEY HAVERGAL.

I could not do without Him!
  Jesus is more to me
Than all the richest, fairest gifts
  Of earth could ever be.
But the more I find Him precious
  And the more I find Him true,
The more I long for you to find
  What He can be to you.

Why will you do without Him?
  Is He not kind indeed?
Did He not die to save you?
  Is He not all you need?
Do you not want a Saviour?
  Do you not want a Friend?
One who will love you faithfully,
  And love you to the end?

What will you do without Him
  When death is drawing near,
Without His love—the only love,
  That casts out every fear?
When the shadow-valley opens
  Unlighted and unknown,
And the terrors of its darkness
  Must all be passed alone?

What will you do without Him
  When He hath shut the door,
And you are left outside because
  You would not come before?
When it is no use knocking
  No use to stand and wait;
For the word of doom tolls through your heart
  That terrible "Too late!"

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You cannot do without Him!
There is no other name
By which you ever can be saved.
No way, no hope, no door
Without Him—everlasting
Of love and life and light
Without Him—everlasting woe
And everlasting night.

Why should you do without Him?
It is not yet too late;
He has not closed the day of grace,
He calls you! hush! He calls you!
He would not have you go
Another step without Him,
Because He loves you so.

What will you do without Him
When the great white throne is set,
And the Judge who never can mistake
And never can forget—
The Judge whom you have never here,
As Friend and Saviour sought—
Shall summon you to give account
Of deed and word and thought.

You need not do without Him,
For He is passing by,
He is waiting to be gracious,
Only waiting for your cry.
He is waiting to receive you—
To make you all His own!
Why will you do without Him?
And wander on alone?

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NO 135. ROYAL DAINTIES.

The Song of the Sparrow.



"Are not five sparrows sold for two farthings, and not one of them is forgotten before God? But even the very hairs of your head are all numbered. Fear ye not therefore, ye are of more value than many sparrows."—(Luke xii. 6, 7.)

I'm only a little sparrow,
  A bird of low degree;
My life is of little value,
  But the dear Lord cares for me.

He gives me a coat of feathers—
  It is very plain I know,
Without a speck of crimson,
  For it was not made for show.

But it keeps me warm in winter,
  And it shields me from the rain;
Were it bordered with gold and purple,
  Perhaps it would make me vain.

And when the spring time cometh,
  I will build me a little nest,
With many a chirp of pleasure,
  In the spot I love the best.

I have no barn or storehouse,
  I neither sow nor reap;
God gives me a sparrow's portion,
  And never a seed to keep.

If my meat is sometimes scanty,
  Close pecking makes it sweet;
I have always enough to feed me,
  And life is more than meat.

Sabbath Keeping in the Home

Lillian Davidson

We hear and read a great deal of discussion, today, about the proper and most helpful observance of the Sabbath in our homes. We have passed from the old-time severity of the Puritans' and Pilgrims' regard for the Sabbath to a lack of regard and respect for the day that is really a serious matter. While many people think that the religion of the Puritans was hard and unattractive to children and young people, it is nevertheless true that the disciplinary effect was good, for in those days children grew up to become obedient and God-fearing citizens. Many of their restrictions would of necessity be impractical now, but may we not strike some happy medium in the observance of the Sabbath, that will somewhat harmonize with changed conditions, and yet train our youth to understand that it is God's Day?

One happy ideal, recently suggested by an English writer is that the Sabbath should be a real day of rest and refreshing, mentally and spiritually, for all in the home. The ideal may be realized when the Sabbath becomes indeed to parents and children, to natives and foreigners, to the city clerk and the country farm hand, the best day of the week.

Let us make it a day when the intimacies of the family circle are the sweetest and most profitable; when the help and inspiration of the sanctuary are appreciated, unhampered by thoughts of the toil of yesterday or of the coming tomorrow; when the best books are read, and the most kindly deeds performed. The rush and hurry of modern life has, some way, kept us from taking time to enjoy the quiet moments we

WAITING FOR JESUS

Waiting for Jesus, and *loving* while waiting
  Loving to speak for His honour and praise
Loving to sit at His feet and adore Him
  Loving to ponder His words and His ways

Waiting for Jesus, and *praying* while waiting
  Ever in communion with Him I abide
Ever at the footstool of mercy imploring
  Showers of blessing on all from above

Waiting for Jesus, and *serving* while waiting
  Serving—and oh what a Master to serve!
Helping rewarding, and cheering in labor
  Oh that my heart from Him never may swerve!

Waiting for Jesus, and *praising* while waiting
  Praising in action in word, and in song
Oh! it is sweet to be ever rehearsing
  Strains which eternity will but prolong

Waiting for Jesus, and *daily expecting*
  Gazing to catch the first beams in the sky;
Oh what a moment! 'tis quickly approaching
  Moment of triumph, of rapture and joy!

—*Selected*

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I know there are many sparrows—
All over the world they are found—
But our heavenly Father knoweth
When ONE of us falls to the ground.

Tho' small, we are never forgotten;
Tho' weak, we are never afraid;
For we know the dear Lord keepeth
The life of the creatures He made.

I fly through city and country,
I alight on many a spray;
I have no chart or compass
But I never loose my way.

I just fold my wings at nightfall,
Wherever I happen to be;
For the Father is always watching
And no harm can come to me.

I am only a little sparrow,
A bird of low degree;
But I know that the Father loves me,
Dost THOU know His love for THEE?

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should have in our homes on the Sabbath day surrounded by our families, our books and often a few near friends. The singing of hymns at eventide sung by the voices of the entire family, the talks about the Bible so useful to those who are not well acquainted with its sacred pages, the quiet walk with mother and father and friend may mean much to the boys and girls of today, who will in turn be the men and women of tomorrow. To come apart from the bustle of the world, placing the Sabbath in its right relation to human life as a real day of rest and spiritual uplift, will cause the Sabbath to take on a richness of meaning that will lift it far above the level of other days and set it apart in life as the gem of all the week.

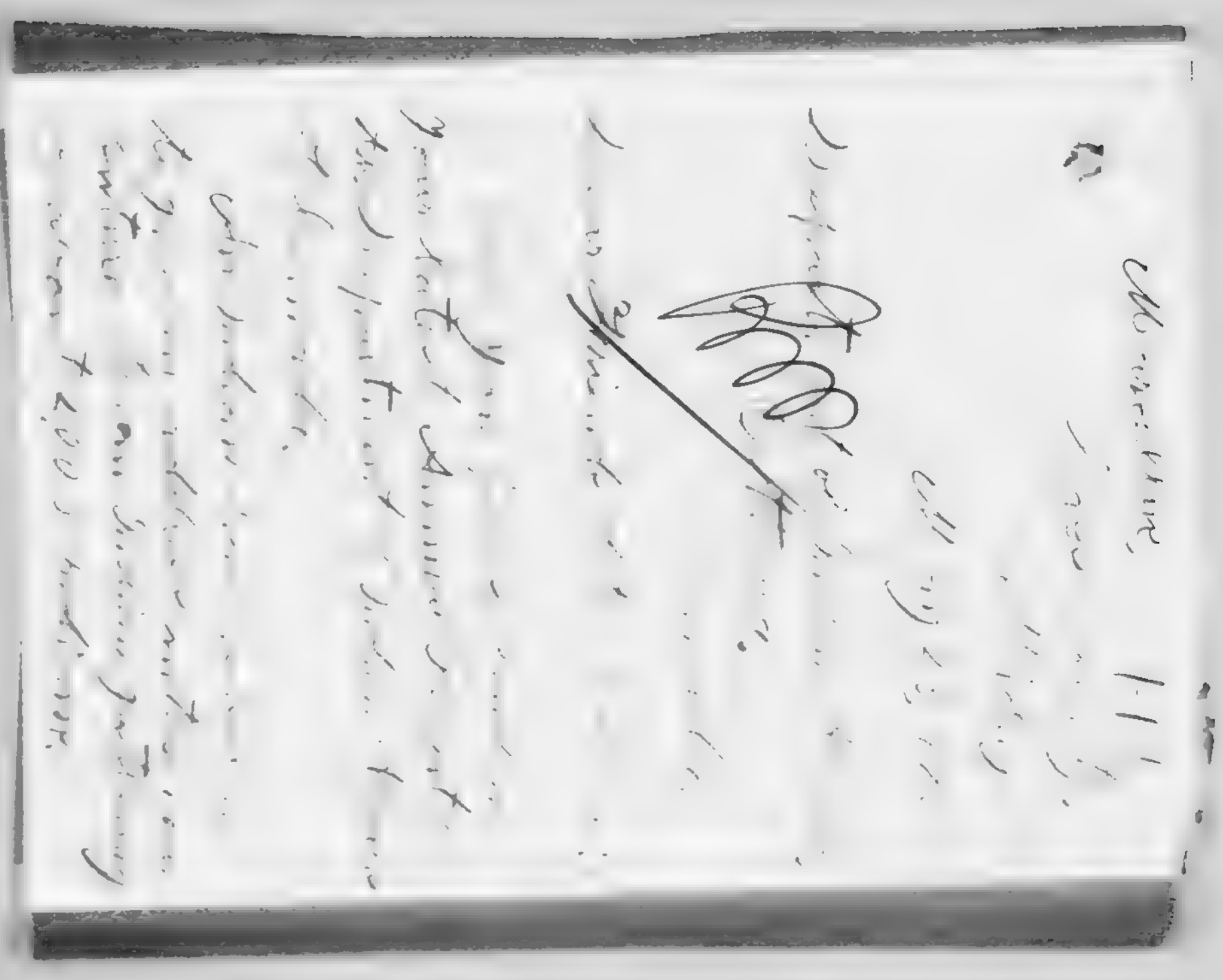
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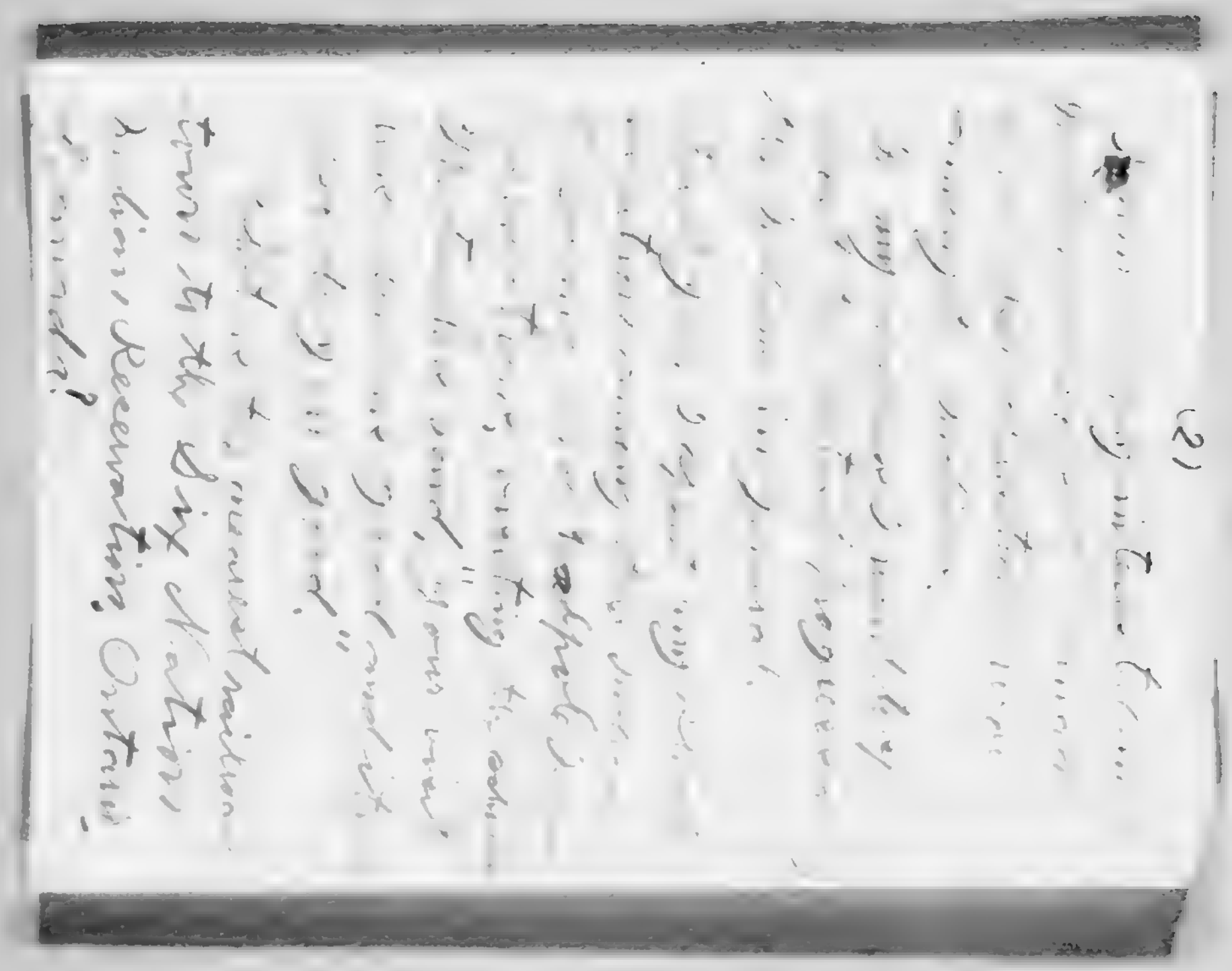
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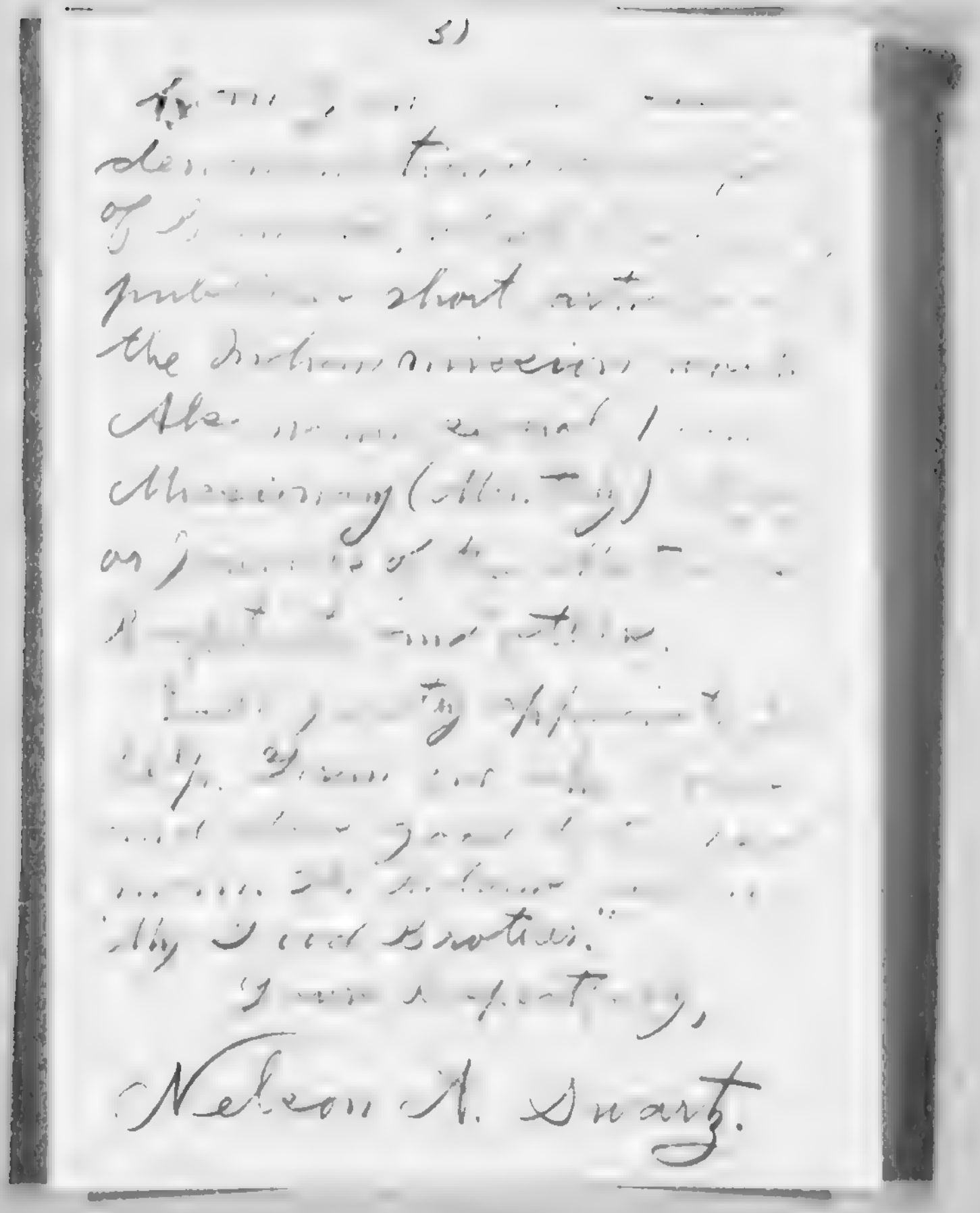


Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 3)
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Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 3)
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1-1-1.

Ottawa, June 2, 1930.

Sir:

I have your letter of the 28th ultimo and in reply I have to state that, under separate cover, a copy of the latest Annual Report of this Department is being directed to you. On page 17 will be found a brief statement concerning the education of Indian children in Canada and, on page 92, you will note a tabular statement of the Indian schools, showing the location, names of principals and teachers, enrolment, attendance, etc.

The best railway station in connection with the Six Nation Reserve is the city of Brantford. The Indian Superintendent's office is located there and there are good roads to the various parts of the reserve, which commences a few miles from the city.

Concerning Protestant Church papers in Canada, which publish articles about Indian evangelical and educational work, you should correspond with the following:

Rev. Canon S. Gould, M.D., D.D., D.C.L.,
General Secretary, M. S. C. C.,
604 Jarvis St.,
Toronto 5, Ont.

Rev. Robt. B. Cochrane, D. D.,
Secretary, Board of Home Missions,
United Church of Canada,
299 Queen St. West,
Toronto 2, Ont.

Rev. Andrew S. Grant, D. D.,
Secretary, General Board of Missions,
Presbyterian Church in Canada,
372 Bay St.,
Toronto 2, Ont.

There are no Baptist or other Protestant denominations interested to any extent in Indian work in Canada.

Your obedient servant,

Russell T. Ferrier

Russell T. Ferrier,
Supt. of Indian Education.

Nelson A. Swartz, Esq.,
Marcellus,
Cass County, Mich.,
U. S. A.

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Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 3)
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Ottawa, June 5, 1930.

Dear Mr. Snell:

It is not often that Indian Education secures editorial space in Canadian newspapers. I am enclosing a clipping from the Ottawa Citizen, which I thought you would be glad to read.

Your obedient servant,

Russell T. Ferrier,
Supt. of Indian Education.

Encl.

Rev. H. W. Snell, B. A.,
Principal,
Mohawk Institute,
Brantford, Ont.

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Ottawa, June 5, 1930.

Dear Colonel Morgan:

It is not often that Indian Education secures editorial space in Canadian newspapers. I am enclosing a clipping from the Ottawa Citizen, which I thought you would be glad to read.

Your obedient servant,

R. H. Ferrier

Encl.

Russell T. Ferrier,
Supt. of Indian Education.

RTF.

Lt. Col. C. E. Morgan,
Indian Superintendent,
Brantford, Ont.

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Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 3)
School Files

Ottawa, June 5, 1930.

Dear Mrs. McKerroll:

It is not often that Indian Education secures editorial space in Canadian newspapers. I am enclosing a clipping from the Ottawa Citizen, which I thought you would be glad to read.

Your obedient servant,

Russell T. Ferrier

Russell T. Ferrier,
Supt. of Indian Education.

Encl.

RTF

Mrs. D. T. L. McKerroll,
Women's Missionary Society,
Presbyterian Church,
19 Lawe St.,
Toronto 9, Ont.

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Ottawa, June 5, 1930.

Dear Canon Gould:

It is not often that Indian Education secures editorial space in Canadian newspapers. I am enclosing a clipping from the Ottawa Citizen, which I thought you would be glad to read.

Your obedient servant,

Encl.

Russell T. Ferrier,
Supt. of Indian Education.

RTF.

Rev. Canon S. Gould, M.D., D.D., D.C.L.,
General Secretary, M. S. C. C.,
604 Jarvis St.,
Toronto 5, Ont.

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1-1-1.

Ottawa, June 5, 1930.

Dear Dr. Cochrane:

It is not often that Indian Education secures editorial space in Canadian newspapers. I am enclosing a clipping from the Ottawa Citizen, which I thought you would be glad to read.

Your obedient servant,

Russell T. Ferrier

Russell T. Ferrier,
Supt. of Indian Education.

Encl.

Rev. Robt. B. Cochrane, D. D.,
Secretary, Board of Home Missions,
United Church of Canada,
299 Queen St. West,
Toronto 2, Ont.

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1-1-1

Missionary Society of the Church of England in Canada

GENERAL SECRETARY
REV. CANON S. GOULD, M.D., D.C.L., D.D.

EDUCATIONAL SECRETARY

FIELD SECRETARY
REV. T. R. WESTGATE, D.D.
(THE BIBLE HOUSE, WINNIPEG, MAN.)

GENERAL TREASURER
J. M. McWHINNEY, ESQ.

ACCOUNTANT
R. A. WILLIAMS, ESQ.

CABLE ADDRESS
MARTURIA, TORONTO

("MISSIONS CODE," "C.I.M." AND "VIA EASTERN")

TELEPHONE RANDOLPH 3119-9

THE CHURCH HOUSE
604 JARVIS STREET

TORONTO 5, ONT.,

June 6th.

1930.

EXECUTIVE COMMITTEE
THE PRIMATE (EX-OFFICIO)
THE BISHOP OF HURON (CHAIRMAN)
THE BISHOP OF MONTREAL
THE BISHOP OF TORONTO
THE BISHOP OF QU'APPELLE
DEAN LLWYD
ARCHDEACON SNOWDON
ARCHDEACON FOTHERINGHAM
THE REV. AND HON. DR. CODY
HON. MR. JUSTICE HODGINS
G. C. COPPLEY, ESQ.
C. S. SCOTT, ESQ.
G. S. NICHOLSON, ESQ.

Russell T.Ferrier, Esq.
Department of Indian Affairs,
OTTAWA,
Ont.

Dear Mr Ferrier:-

Thank you for your note, dated the 5th inst., enclosing very interesting extract from the Ottawa Citizen, regarding the noteable effects of Indian Education in one family.

Believe me,

Yours very faithfully,

SG-G

General Secretary.

Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 3)
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REV D C. MACGREGOR, D.D
CHAIRMAN

Board of Home Missions

The United Church of Canada

299 QUEEN ST. WEST
TORONTO 2, ONTARIO

1-1-1

REV. ROBERT B. COCHRANE, D.D.
SECRETARY

REV. COLIN C. YOUNG, D.D.
ASSOCIATE SECRETARY

REV. KENNETH J. BEATON, B.A
ASSOCIATE SECRETARY

Russell T. Ferrier, Esq.,
Superintendent of Indian Education,
Department of Indian Affairs,
Ottawa, Ontario.

Toronto,
June 6,
1 9 3 0.

My dear Mr. Ferrier:

Thanks very much for your note of the 5th of June with the editorial from the "Ottawa Citizen" enclosed.

I have read it with much interest. As you say, it is very seldom that the question of Indian Education is discussed editorially in our newspapers. I am quite sure that this editorial comment is gratifying to you. We in the office here perhaps are in a better position to judge what is being accomplished through the Indian Schools than even the Editors of our Canadian newspapers and we value very highly the work of the Department, and also the very cordial co-operation which we receive from you and the other officials.

Again thanking you, and with kindest regards,

Believe me,

Very sincerely yours,

R.C.Moderame

RCM:A.L.A.

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1-1-

June 6-30.

Mr.Russel T.Ferrier M.A.
Superintendent of Indian Education.

Dear Mr.Ferrier,

Thanks for the clipping enclosed in your letter of 5th.inst. It is good to have the results of Indian education so generously recognised by a leading paper like the Citizen.I know the family referred to,at least part of them.It should help to disabuse the minds of some who think the Indians an inferior race.The more I see of them the more I admire them.

Yours sincerely,

Horace M. Enell.

Principal.

ADDRESS ALL CORRESPONDENCE
TO THE SUPERINTENDENT OF
THE SIX NATIONS

IN REPLY TO
10fy 30, 533

OFFICE OF SUPERINTENDENT
SIX NATIONS
BRANTFORD ONT

DEPARTMENT OF INDIAN AFFAIRS
CANADA

June 12th, 1930

[illegible],

[illegible],

[illegible],

[illegible],

[illegible]:-

[illegible] 1-1-1 [illegible]

citizen of the Dominion Parliament which is indeed creditable to the Six Nations.

[illegible] folks,

[illegible]

Yours truly,

Supt. Thompson

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DEPT. OF INDIAN AFFAIRS
JUL 8 1918
RECORDS

[illegible]
[illegible] Street,
San Diego, [illegible].
[illegible], [illegible].

The Commissioner,
Department of Indian Affairs,
Ottawa, Ontario,
Canada.

Dear Sir,--

[illegible] of Indian industrial [illegible] Schools also how are such schools maintained, and what is the per [illegible] capita grant allowed? I am interested in knowing how such schools are administered by your department [illegible] they are in the hands of religious organizations, such Roman Catholic, Anglican, Methodist, &c.: also historical data.

I am more particularly interested in the method of handling such institutions in the province of Saskatchewan. Any printed matter or regulations for the purpose of computing grants, &c., will be greatly appreciated.

Thanking you in anticipation for your courtesy in this matter, believe me to be,

Yours sincerely,

W. J. Windeatt

[illegible]

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Ottawa, July 9th, 1930.

Sir,-

In reply to your letter of the 2nd instant, I beg to say that you are being forwarded, under separate cover, a copy of the Annual Report of this Department for the year 1927. I would refer you, especially, to page 12 of the literary matter and, also, to the table on page 52.

Enclosed is a copy of the Natural Resources magazine for September, 1926, and, on page 4 of this, you will note there is an article regarding Indian schools in Canada.

I trust that these publications will give you the desired information.

Your obedient servant,

Russell T. Ferrier.
Supt. of Indian Education.

W. F. Windeatt, Esq.,
3977 Louisiana Street,
San Diego, Calif.,
U. S. A.

JR. E.D. 201 (1508)

1-1-1

DEPARTMENT OF THE INTERIOR
CANADA

OFFICE OF THE SECRETARY,

Editorial Division.

OTTAWA, August 5, 1930.

MEMORANDUM.

Mr. R. T. Fowler,
Superintendent of Indian Education,
Department of Indian Affairs,
Ottawa.

Herewith I send an article on the new Brandon residential school, based on the information you gave to Mr. Howard. This article was prepared with a view to using it in our September issue now in course of preparation.

I would appreciate it if you would kindly bring it to Dr. Scott's attention that it may be available for the forthcoming issue.

Encl.

edited & returned

James Lawler,
Departmental Editor.

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Indian Education Vote
Expenditure Yr 1919-20

June 9/20

	Nova Scotia	P.E.I.	N.B.	Quebec	Ont.	Manitoba	Sask.	Alta.	N.W.T.	B.C.	Yukon	Total
Day Schools	879284	668	1489247	724875	1065945	536240	425943	2650782	22455	605033	25027	368 47644
Residential	809524											1877 01792
Exhibitions				40	3350	14460	15875			64943		31628
Charges, Land			104410							106750		211160
Sanitation	152539		6895	427990	128151	56259	121160	7535		29869		3517597
Agr. Expenses				1960	2693	36085	29344	1519	4021	1416	2574	76544
				1960	2097	37879	34537	26120	12651			46372
Salaries	24403	5363	76579	176369	962080	470677	438031	470968	436.87	753657	42652	3464466
Miscellaneous	1187				51728	472848	28743	500				8556706
	1052655	72163	1738[illegible]	785194	4153925	3856814	3975215	3677208	3453532	532 57897	16 42286	23304 3821

	368,476.46	1,877,215.94	34,644.66	25,642.25	11,458.90	2,330,438.21
	2,502.70	13,493.64	42,653.2			16,422.86
	61,514.33	462,517.45	7,536.57	14s.12	1,667.50	532,578.97
		22.33	4,109.68	616.19	326,772.08	
					39,952.15	
		5 55	11,706.17	1,09	4,892.13	=84.248 14
		23	1,620.V0	12.5w.50	4,1.21	418,392.25
			1	#279.90	19.60	78,551.14
			19	683.95	1,044.10	1386. -1
			573.43			721.63
	80,152.42	9##.03	15,255.39	11.87		105,256.55

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The centenary of one of our most important schools falls during the coming year, and, as a matter of historical interest in connection with the development of the work of Indian education, the following short history of the Mohawk Institute has been prepared by the Superintendent of Indian Education:-

THE MOHAWK INSTITUTE

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E D U C A T I O N.

4.

(For Annual Report, 1929-30)

During the year, 78 residential schools and 272 day schools were in operation, a total of 350 centres of Indian educational activity. The total enrolment was 15,743 and the average attendance, 11,579 - a percentage of attendance of 73.55. The enrolment for the year is the largest and the attendance the highest yet reached. Ten years ago, the average attendance was 7,649, and it is gratifying to note that the increase since that time is over 50%. In Part II of this report will be found a tabular statement, showing the location and indicating the attendance at all Indian schools.

The same number of residential schools were in operation last year and the results have been very encouraging. Vocational training is possible at these boarding schools and the Department continues to emphasize this important phase of the work. Mention should be made of the rapid development of technical education in British Columbia - made possible by special funds which have been provided for the purpose. In Ontario and the Prairie Provinces, emphasis is placed on farming, gardening and the care of stock.

The co-operation of the churches in the management of these residential schools was as follows:-

Roman Catholic	43	residential schools
Church of England	20	" "
United Church	13	" "
Presbyterian Church	2	" "
Total	78	" "

Two new day schools were established where there was promise of real usefulness. On many reserves, the Indian schools now secure as good attendance and results as rural white schools. Provincial curricula for public and separate schools are followed and fully qualified teachers are engaged.

All Indian schools were regularly inspected by officers of the Department. Particular attention is paid to the general management, condition and care of property, vocational training and the health of the pupils. In addition, provincial school inspectors visited all classrooms and reported on the academic work, except in the provinces of New Brunswick and British Columbia, where there were special Indian school inspectors.

It is with much regret that the Department reports the death of the Sister Superior and 12 children when fire destroyed the main building at the Cross Lake Indian Residential School, in northern Manitoba. Renewed efforts have been made in the matter of fire prevention and protection and all principals of residential schools

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have again been instructed to examine fire fighting equipment and escapes and to practise fire drill regularly. Fireproof construction is now being used in all new buildings where there are children's dormitories and at all schools the Department has provided adequate fire fighting equipment and escape facilities.

New main buildings were commenced during the year at four residential schools - Brandon, Man., (Brandon); Punnichy, Sask., (Gordon's); Gleichen, Alta., (Old Sun's); Grouard, Alta., (St. Bruno's). In addition, the Department assisted the respective church authorities with the reconstruction of new buildings at Beauval, Sask., Wabasca, Alta., and Providence, N. W. T. The new buildings at Alert Bay, B. C., and Kenora, Ont., (Cecilia Jeffrey), were completed and furnished during the year.

The buildings for the new Maritime Indian Residential School at Shubenacadie, N. S., have also been completed and furnished. This institution is for orphan and neglected children and for those who are unable, for one reason or other, to obtain an education at the reserve day schools. It already gives promise of much usefulness to the Indians of the Maritime Provinces. At 8 Indian day schools in Canada, new classrooms or teachers' residences were erected.

The practice of assisting the most promising and industrious graduates of Indian schools was continued. Approximately 160 young Indian men and women were helped to continue their studies or to establish homes. Except in those Indian communities where successful farming is found, the school graduate presents a problem which is very difficult of solution. The Department and the churches interested are trying new schemes and searching for better methods of helping the young people to establish themselves.

In the past, the funds of certain Indian bands were used to meet some of the costs of conducting day schools on their reserves. The year under review is the second that all expenditure has been provided by Parliamentary Appropriation. The programme of free education is now extended to all Indians in Canada. The expenditure for Indian Education for the fiscal year ended March 31, 1930, amounted to $2,330,438.21, as follows:-

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INDIAN EDUCATION VOTE

EXPENDITURE FOR YEAR 1929-30.

	Day Schools	Residential Schools	Stationery	Tuition & Assistance to Ex-pupils	Miscellaneous	Total
Nova Scotia	8,792.84	80,952.42	244.03	15,255.39	11.87	105,256.55
Prince Edward Island	668.00	-	53.63	-	-	721.63
New Brunswick	14,892.47	-	765.79	683.95	1,044.10	17,386.31
Quebec	72,488.75	-	1,763.69	4,279.90	19.60	78,551.94
Ontario	106,594.51	285,784.23	9,620.80	12,848.50	544.21	415,392.25
Manitoba	53,612.40	321,263.55	4,706.77	596.09	5,089.33	385,268.14
Saskatchewan	42,519.43	344,878.34	4,380.31	2,356.20	3,117.87	397 252.15
Alberta	3,650.78	316,222.33	4,709.68	1,674.10	515.19	326.772.08
Northwest Territories	2,245.25	52,103.98	436.87	-	49.23	54,835.33
British Columbia	60,509.33	462,517.45	7,536.57	948.12	1,067.50	532,578.97
Yukon	2,502.70	13 493.64	426.52	-	-	16,422.86
	368,476.46	1,877,215.94	34,644.66	38,642.25	11,458.90	2,330,438.21

thy and appreciation of the work
staff, and the good ship of mercy,
apport to "THE LOG OF THE
known the valuable work being
bound coast.

Jesus Saviour, pilot me,
Over life's tempestuous sea.
Unknown waves before me roll,
Hiding rock and treacherous shoal,
Chart and compass come from Thee,
Jesus Saviour, pilot me

Wishing You the Success You Deserve

AVID SPENCER LTD.

ancouver

ELCH

stood

ENTS

at Work

ER CO.

BER

An Appreciation

Of the forces brought to bear on the raising of funds for the new hospital, the "Daily Province" newspaper easily ranks the greatest.

When, about the beginning of the year, our little hospital on floats was wrecked on its way to Pender Harbor, the paper with ready sympathy gave its pages to help replace the loss. Subscription lists were opened, entertainments given in aid were liberally advertised, and, most valuable of all, the history of the Mission's twenty-five years of work among the loggers, settlers, and Indians of the Coast was written up, friends were stimulated to help more largely, and people to whom the work was unknown before became interested. All this and more the "Province" has done, earning the thanks of all concerned in the managing and development of the C.C.M.

The Quest

By Grace Coolidge

Crossing the uplands of time,
Skirting the borders of night,
Scaling the face of the peak of dreams,
We enter the regions of light.
And hastening on, with eager intent,
Arrive at the rainbow's end,
And there uncover the pot of gold
Buried deep in the heart of a friend.

Natural Enough

A stuttering man was once arraigned before a magistrate.

"What is your name?" asked the magistrate.

"S-s-s-s-s-s-sis-s-s-s-s-s," began the prisoner, and then stopped.

"What's that?" demanded the magistrate.

"S-s-s-s-s-s-s-s-s," hissed the stutterer

"His name is Sisson," interrupted the policeman who had made the arrest. "He stutters."

"So it seems," said the magistrate. "What's he charged with?"

"I don't know, your honor," said the policeman. "It seems to be soda-water."

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Aug /30

The Place of the Day School in Indian Education

By F. Earl Anfield, Principal Indian Residential School, Alert Bay, B.C.

IT WAS the writer's privilege recently to pay a visit to several of the more northern villages from which our children are drawn to this residential school, and most gratifying indeed were the impressions gained. A tremendous improvement is to be noted in type and construction of homes now being erected by our Indian people, although perhaps there is a tendency to build on rather too pretentious a scale. However, such is a good fault. The villages visited were uniformly neat and clean, and, although the fishermen had not had any too prosperous a year, there was noticeable a feeling and sense of well-being. Through the good-will of the Indian Department and an earnest desire on the part of the people, most of our northern villages are now equipped with satisfactory water supplies, and if the large washings displayed on the clothes line were any sign those supplies were being well used.

As seems so usual in our Indian village life, the activities of many seemed to centre around the Church, and there was strongly evident a desire on the part of the Indian people to make of their Church a real centre to the corporate and spiritual life of the village. In one centre, Bella Bella, by name, the people were actively engaged in building a Church Hall, all the lumber and labour being freely and cheerfully donated by the people. The village Council arranged for the noonday meal for the workers, and it was pleasant indeed to see them as they met together after a hard morning's work, and to hear them discuss how they were going to use the work of their creation after its completion.

Talking of village Councils, it would be well in my opinion if this movement were extended to more villages and also if the power of the Council were made a little more concrete. In one village the writer paused at the Community Notice Board and read thereon an earnest request from the Council that better attendance take place in the day school; on another a notice stating that the curfew law was to be enforced, all over the signature of the Chief Councillor. There is need, however, a means of enforcing such orders by the Council themselves.

This brings me to the chief subject of this little article. The Indian Day Schools visited were, without exception, well built, well equipped, and, best of all, in the hands of quite well trained and devoted teachers. I wish most strongly to stress the fact that by these noble workers, often in the loneliest and most disheartening places, is being performed a task that is heroic to a degree. In the latest report we find that the total enrollment of the day schools of this province is 1,267, whilst the average attendance is only 604, whilst the Residential Schools, with a total of 1,565, have an average of 1,372. In the former case less than 50 per cent, and the latter almost 88 per cent. Is it any wonder that the day school teachers get discouraged; can we not see why it is so difficult to get teachers to go into these lonely and discouraging conditions? And then, to crown it all, along comes the Residential Schools and take away the best of the children to the larger centres. As one teacher put it, "We work with those who do try and attend regularly, and they are the ones you come and take just as we are getting them somewhere." Or, to quote another "The children feel that they do not need to attend regularly, as most of them know that as soon as they get to ten or eleven years of age, they are off to the Residential School in any case." This attitude was found in the minds of the parents in every centre visited, and it is this fatal error that must be abolished at any cost if the day school is to be made the power it should be in village life. The parents must be educated to the all-important fact that continued success and an increasing standard, is contingent upon an increased use of the facilities offered by the Day Schools of our Indian villages. I tried to impress on them the fact that if the Day Schools were properly supported by the parents, there would be no need of primary class rooms in our residential schools with a consequent increase of scope for the pupils, as the money and teachers at present used in primary work could be diverted to other channels, and, further, that if the day schools were used more, that the number of problem cases in the large schools would be greatly lessened, as the day school will have shown the defects so often remedial if caught in time. Neither should be forgotten the value of the day school as an agent in the introducing of Indian children to the routine and life of the larger schools. To sum up briefly, the following points must be emphasized greatly if the Indian Day School is to come into its proper and most valuable sphere:

(1) An educational propaganda must be carried on extensively among the parents to convince them of the value of their day schools, as the foundation schools for the education of their children.

(2) A far more rigid enforcement of the Indian Act with regard to school attendance must be carried out.

(3) The curriculum of the Day School must be adapted to allow of more specialization in primary work.

(4) A move in the right direction would be that the residential schools should demand from the parents a pass certificate from primary to Grade I, with a satisfactory attendance record at an Indian Day School, before applications will be accepted.

In closing let us give honour to those faithful teachers who, in face of real difficulties and often hardships and loneliness are holding the front line of Indian education. God bless them, cheer them, and comfort them, in the realization that their labour is not in vain.

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The to-day and to-morrow of the Indian Child.

Education-

The educational and civic training system of the Dept of Indian Affairs working in conjunction with the several Churches is to-day rapidly approaching perfection.

The magnificent NEW Residential Schools finished, under construction and in contemplation, will, in the course of a few years, complete homes of early and adolescent trainingcovering every sphere of education from Moral to Tecknical and in which every child between the ages of 10 and 16, who passes the Doctors medical examination, will have access.

These large comodious Residential Schoolsare a wonder and a source of jealousy to the White population. many times when one has has been busied showing a visitor over the School, the conversation winds up with the words"this is marvellous, I wish my child child could be an Indian for 10 years of his or her Life".The Department of Indian Affairs has indeed a reason to be proudof their late accomplishments, and the Churches have indeen a reason to be thankful to the Department at Ottawa for its keen foresight sympathy and adherence ~~toward~~ for and to a policy even surpassing dreams of ten years ago. The Churches now are obliged to put forth every effort to keep faith with the Fathers who have realized in their outlook that, first sutiable and modern buildings must be provided which should be the foundation institutions of future learning for generations of their wards. Then cheerfully with the the spirit of highest faith handed over the keys to the Churches expecting these Institutions to be religious as well as Tecknical training to the young Indian life of British Columbia.

Everywhere in beautiful settings and surroundings these institutions must breed in the child a system of character building comparative only with the pureness of the natural beauty and grandure gendered and created by a God of Love who is seen in and throughout yet immanent in all the childs eye beholds and should hear of from those in charge and to whom the Department of Indian Affairs have so nobly, almost without reserve handed over to care for and in which to bring up in the way they should go those who are their dependants.

With this generosity goes every sympathy, intertwined with an expectancy of such development that will eventually absorb the Indian race into the body politic and thus cultivate an independent citizens who will prove worthy of the expenditure and the unwavering foresight of the Department together with the faithful and patient work of the Churches through their workers are so nobly moulding upright, fair and honorable lives in those younger Indian people.

The New Schools open up many advantages of training. While the class room covers the entire Provincial Curriculum and a child has the option of advancing side by side with his white brother even to matriculation standard. On the other hand the child is trained in first aid, care of cabies, elementary nursing, manual training developing into full fleged journey-men, as engine work essential to-day for every boy to know, general agriculture on a scientific basis, whereas, excepting for the larger centres, the white child is obliged to resort to Red Cross and other philanthropic societies as well as Instructors salaried by the Government to give what ever routine instruction can be given under existing circumstances.

Truly the Indian Child is a favored individual and sometimes one wonders whether the race on the whole appreciates what is being done, but those only who are workers in the field can vouch for that spirit as exhibited in the return of the fruit of their labors as they sojourn among those who have been through their hands. The advancing strides have been a marvell and the present system of education in vogue, this advance should hereafter be more evitable and convincing as the years go by.

The child is growing in mind and maturing in physique. He shows marked ability and in not afew cases this is shown extraordinary aptitude in every Dept. of his training especially in the tecknical work so lately established. In some cases one fends themselves forced by the brightness of mind and anxiety exhibited by the

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child,to carry on into advanced work.Students are asking for high school education some looking forward to scientific training. This spirit must not be discouraged as it is a self-gendered force having in itself tendency towards the rapid greater and wider advance of the race on the whole. One finds individual parental interest in their offspring and also an individual Reserve claming the glory of a childs advance,developing into Band accepting of laurels.The Indian as a rule is docile and Stoical retaining his expressions of delight only exhibiting same in close intimacy bordering secrecy. The old Boys and Girls are becoming more outspoken regarding their childrens advance and wellfare.

Let me say a word for the Indian Day School.The work in this branch of the Departments system of education is largely a preparatory course for enterance to the Residential Schools. Feeders one might term them. The idea is a very good one and the policy every where should be to have properly certificated teachers specialized in Language and Kindergarten work.

While a great sacrifice is made by teachers in the main,it would seem that everything is not brought to bare on the Indian parent in the necessity of regular attendence as the average is very low and such is not conducive to good work by the teacher nor is the child properly fitted to enter the Residential School. I have found that children entering as having five years experience in Day Schools are not good grade two pupils. Others have come registering grade four and were obliged to be taken back to grade two. This factor cannot be placed on the teacher but rather on the reticence of the parent in keeping his child in regular attendence. In comparing the average attendence of the Day School with that of the Resedential one finds a great difference showing that something should be done toget more and regular attendence if they are to play the part the Department expects of them, else the first three or four years of the childs educational life is lost. This the child cannot afford for he has to begin with, in the majority of cases, a two year language handicap to overcome before any thing can be done in grade work.

As mentioned above there are a number of children forcing the schools for higher education and are asking to be fitted for special training. While I do not advocate a wholesale advance I cannot discourage the child who has the ability, self-foresight and cohesivness, as these must be taken on and for the time being will have to be absorbed by the Deptartment in the different Sub-Departmental positions to which they may qualify.A Boy may wish to take Medicine and in case he makes good his qualifications, work for him can be found among his own people. The same aplying to the Nurse or teacher,or in Agricultural pursuits. This condition is rapidly approaching and provision will have to be made for it.

This brings me to the TO-morrow of the child. I have endeavored to describe the system of modern training now in vogue among our Indians but of what use is all this?some ask,Will the child follow up his or her training or they revert?This depends upon a number of vital questions, some of which has to be proven by the Indian child now grown up, and some will depend upon the policy adopted for his absorbtion.

The growing tendency of the Indian towards responsibility is fast becoming his asset and is leading him to a state of independence. Here-to-fore he was classed as a thriftless,irresponsible species of manhood. This trait is born in him and it is not an easy task for him to cast away inheritance.He is beginning to realize that his own making or breaking lies within himself and that to depend on outside assistance alone will soon drive him into vagrancy becoming a fit subject for the grasp of the law. He is fast realizing that he cannot anymore roam the hills to search for game and to kill without reserve, nor can he fish the streams without restriction and is aplying himself to responsibility in labor.He sees that he must be prepared to shoulder the burden of responsibility a position of labor will place upon him. No more can he work when he likes and lazily lie around for a period.He also finds that with responsibilitycomes a peaceful un-

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disturbed life,a respectable home and family and steady employment. This tendency is more marked in those who have been through the Schools where responsibility is taught and driven home in every way. Once he has grasped this spirit of responsibility and has shown aptness in application he is rated as one of the best by his employers.I have heard railway men say that the Indian when he will take care makes the best Section Foremen they have on the B.C.lines Road Masters say that the best kept sections are now under Indians, which statement augers well for the future of the race. I believe that given his opportunity this will apply to any class of employment.

Technical training now a working factor in our schools will give the boy a feeling that when he graduates he will be equipped to take some responsibility which will in turn give him independence.Mechanical training in every line appeals to him. He is quick, apt,and efficient with tools and will use his head to accomplish. He delights in being given an opportunity of exercising his own creative ability.He sees his own production and it resurrects in him a something latent leading him on to greater activity and efficiency.

Efficiency and rapidity are watchwords to-day among Employers and in Unions. The keen competition in the trades per force calls for efficiency and responsibility and that irrespective of race or CreedIf therefore we can assure these requirments in our Indians,as I believe we can,and they measure up,if given their opportunity,the Department of Indian Affairs will in the course of [illegible] years be amply rewarded for the expenditure involved in these Schools,and the Churches will rejoice in having assisted [illegible] in the years of training.Our work, work well [illegible] rewarded in time to come,[illegible] for-if sin [illegible].

Protection from himself in this regard may not, in [illegible] that must be taken care of by those in authority. The Indian is [illegible] for it cause when it is not given. With the present [illegible] protect and sustain, however possible, in employment those who [illegible] the tax payer. [illegible] objects even to paying the poll tax he asks for protection against [illegible] carries with it the [illegible] could get it [illegible].

[illegible]

[illegible]

[illegible]

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[illegible] an interest in that which does not affect him, he will become [illegible] have instead. The School to which he must foster would, and would [illegible] interest in the pupil and is not be taught to adapt himself to [illegible] and sectional surroundings.

[illegible] maintained and successful in the very best sense to [illegible] which is adaptable in the interior and most successful [illegible] of the most schools. The pupil must be carefully watched [illegible] to the development of the province in which he is to live and [illegible] livelihood.

[illegible] tendency of the Indian to-day is to become [illegible] and get into the mechanical line. This [illegible] must [illegible] tion on the coast it seems a wonderful [illegible] position there because of the unlimited [illegible] development in the Interior care must be taken to keep our Indians [illegible] and in their proper environment industrially as well as [illegible] ally. Confining efforts almost entirely to the coast [illegible] thorough mechanical training and to the interior [illegible] interior agricultural training. The mechanical training [illegible] held in him in the west.

[illegible] this system of Community plantation would entail a great [illegible] of thought and a fairly large expenditure. The situation of [illegible] would have to be considered in the [illegible] the [illegible] ation problem is one not easy to overcome and good judgment in [illegible] choice would have to be exercised.

Coupled in the [illegible] would be erected, [illegible] ably built and equipped cottages after the Indian type without [illegible] rooms. They would be [illegible] to the Boys interested to the investment and also [illegible] all repairs each year on the principle that would return in time the initial expense. A boy after being given a trial and found wanting should be changed for more showing of responsibility. The Boys thus placed should not be given complete controll of their individual property except in so far as it is his upon which to make a success and when it is considered he has made payment equal to the expenditure the property would become his so long as he used it to the satisfaction of those in supervision. It would be his but he would be unable to rent or sell and would be property to be perpetuated to generations.

I have had long talks with Boys and Girls already graduated and who have stated that they would be glad to enter upon any contract reasonable feeling that they could make good, maintaining that at present they could not get a start and the initial handicap was of life long duration.

I have no hesitancy in saying that this plan of settlement would soon become a source of joy to all concerned. The average Indian Boy and Girl realizes what responsibility is and will take it when given.

It is true there are still many who know nothing only to live a thriftless irresponsible life, living in the main upon a horses back, gambolling away his best friend-his horse- saddle and saddle blanket when meeting another of the same calibre, yet even this could be corrolled by the close supervision available on the Reserve in community system, or leaving such to their own fate would soon bring them back to lead a responsible life adopting the plan maped out for them.

I would like very much to see a plan of this type tried out and would be glad to offer sugestions or assist in any way. It has been a source of careful thought to me. I am interested in the children and also interested in the relation the Department holds to them and would like to see some plan ~~treatment~~ worked out so that graduates of these interior Schools would become in the course of time, the length of time depending upon the individual Boy and his ability to make a success, independent citizens holding and

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maintaining the same rights and preveliges of any prosperous citizen of the Dominion. I feel an investment of thsi sort would avail much andwould be a concrete proposition.It would return in time money well spent initially with no maitainance other than official supervision which largely could be done by those already in the field through endensation of work brought about by its introduction, instead of being spread over wide areas as it is at the present time.

The system would eradicate many old evils and traditions by segregation of t he young placing among them some of the older Indians who are anxiously looking forward to t he time when their affliction of tradition, thriftlessness and irresposibility will be a story for perpetuation instead of a reality still existing in a small but determined way.

There still exists many handicaps but those would be a minus quantity in a short time. T he present hand to mouth existence is not conducive to results in a manner calling for a rapid turnover,but given a working opportunity the Indian Boy and Girl of to-day will quickly adapt themselves to new sourr oundings, new possibilities and would accept an opening which would allow t hem to carry on according to the teaching given in the Residential Schools.The pupils themselves would see a future ahead and t he worker, especially the heads of t hese Institutions would feel that although t he Children were leaving their childhood home they would not be lost directly they passed out of t he School door at graduation.

The Indian Residential School of to-day is only a first ste towards stabilization T he work in them must be followed up else time and money are lost. Results accomplished in thom would otherwise be of no avail with no return for expenditure.

I could enlarge upon t he many evils which surround t he Child at his graduation but sufficient it would seem to plan away of escape and materialize same so that the begining of escape so well established in t he Schools will not be lost by having t he child return to his former foes.

The Residential Schools should be t he hub around which the present and future life of t he Indian child is moulded. his future depending upon himself in ability and responsibility and also upon t he opportunity he given to exercise his early childhood and adolescent training.

I trust that t he above will be of some benefit towards the future Educational life and civil establishing of the Indian Child.

W. Pelletier
Principal
St. George Indian Res
Lytton, B.C.

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St. George's Indian Residential School

(Originated by the New England Company

(The oldest English Missionary Society, founded 1649)

C. P. R. STA
C. N. R. STA
TELEGRAPH
POST OFFICE

LYTTON 2½ MILES

VISITOR THE BISHOP OF NEW WESTMINSTER
PRINCIPAL REV A R LETT
BANKERS BANK OF MONTREAL VANCOUVER B C

Lytton, B. C., Feb 25 /1

Dr. D.C.Scott.

Dep. Supt. Dept. of Indian Affairs,

Ottawa.

Dear Dr, Scott-

I have under separate cover forwarded to you an article on the problem of the Indian Child which may look a little advanced and perhaps Ideal but I feel that the time is drawing very near when something of this sort could be readily carried to the benefit of the Indians in this Province especially in the Dry Belt where extensive farming can be carried on.

There may be many difficulties in this way but a road has ot to be constructed and paved be forit can be said it is of the greatest use.

I trust the article may be of some definite use to you and if there is anything I can do to further the good cause I am at the service of the Department.

Yours very obediently

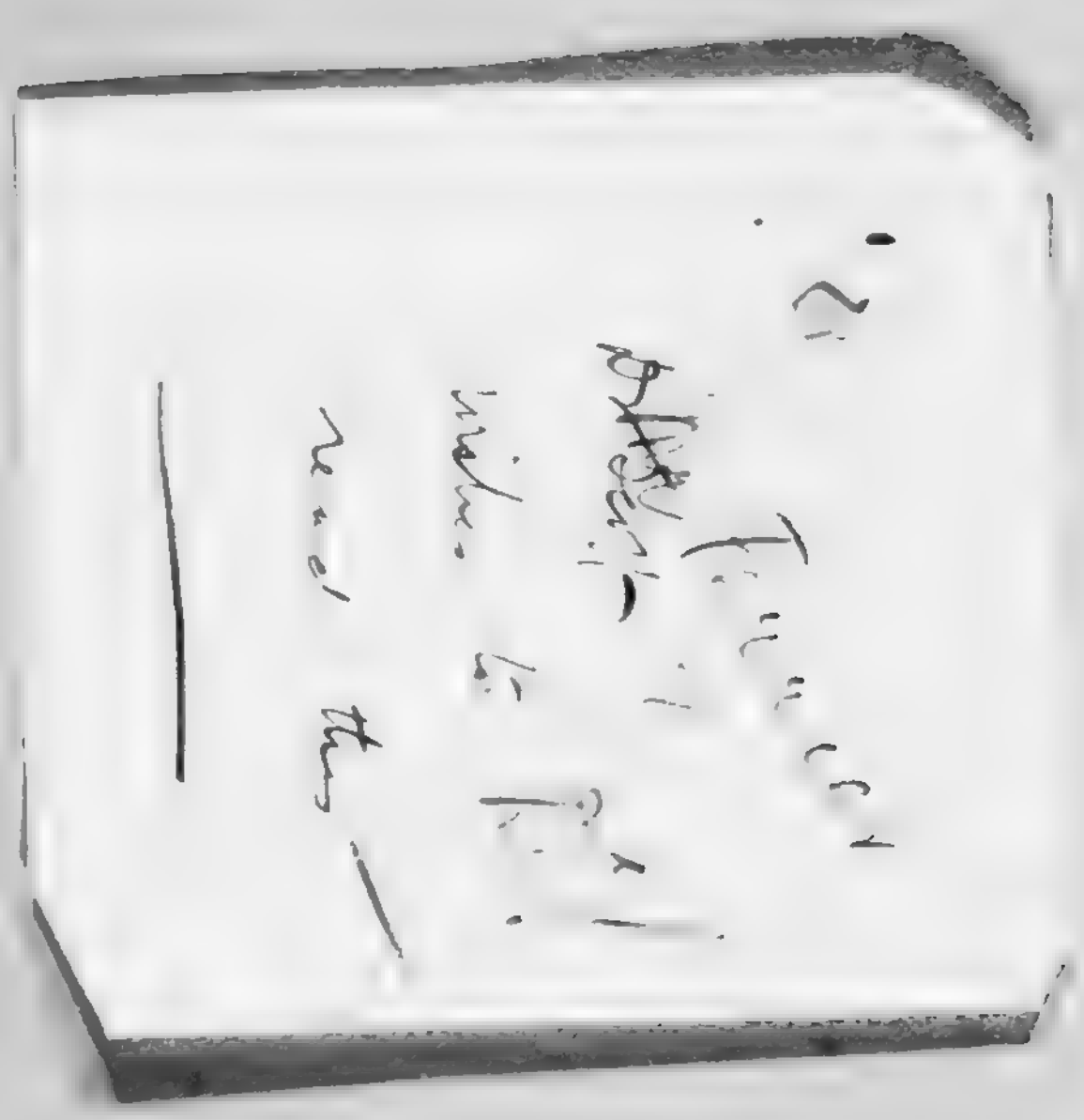
Clly. Lett.

Principal

SCHOOLS BRANCH AUG 6 1930

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REFER IN REPLY TO THE FOLLOWING:

5—1100

ADDRESS ONLY THE
COMMISSIONER OF INDIAN AFFAIRS

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UNITED STATES
DEPARTMENT OF THE INTERIOR
OFFICE OF INDIAN AFFAIRS
WASHINGTON

September 15, 1930.

Dr. Duncan C. Scott,
Deputy Superintendent of Indian Affairs,
Interior Department,
Ottawa, Canada.

My dear Dr. Scott:

Our attention has been called to your recent radio statement with regard to the administration of Indian affairs in the Dominion. We are naturally very much interested in having the very latest information regarding the work which you are doing and, if there are any special reports on your educational program that have not hitherto been forwarded to this Office, I should appreciate having them.

Sincerely yours,

W. Carson Ryan, Jr.,
Director of Education.

JCR EP

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September 18, 1930.

Dear Mr. Ryan:

In reply to your letter of the 15th instant, I may say that there are no special reports on the Department's educational programme. Our Annual Reports are the only current printed matter.

Yours very truly,

Duncan C. Scott

W. Carson Ryan, Jr., Esq.,
Director of Education,
Indian Affairs Office,
Washington,
U. S. A.

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CO MIS.IO . . . . . ,

. . . . . ept. 11, 193 .

Sir:

I a enclosi.. here.. th Indi. A ent Gordon's report on t . o.av "o . A.ency for the month of August.

. . . . . i. t is report, a. f o. what I know after . vi. visit . . eserve, I a satisfied in my own . . . the Indi.. are going to have a hard ti.. o. it. . . . . at Norway House, Berens River, and i. . . t of the reserves bordering on the Lake, is a very i. ficult one to solve. At best, these Indians only eke out a mere existence, and now that there is only a limited amount of fishing carried on, . . i. . . left for the to do. We have had extensive . . . . the game i. disappearing, and we can . . . i. . . . . rain, so that the only solutio. i. to . . . Indians or give . . . the younger Indians out to the . . airies after they graduate from school. This is one reason why I have always thought the Department should give consideration to the matter of . . i. . the children from these northern points out to the schools on the prairies, and after they graduate many of them would not return to the north. I think it is a great mistake building large schools . . . the north: to take a child at seven years of age and keep him in school until he is eighteen, and then permitted to carry on a life of huntin , . . . i. there was anything to hunt. The proble. is one that should receive very serious consideration. A number of families have been brought out from the north to the schools at Brandon and Elkhorn, and have since found their places on the prairies and are doing very well indeed. Many of the girls are married to white men, are raising families and sending their children to school. They are living like prosperous white people, whereas had they remained in the north they would be living in a state of near starvation. This I think goes to show that the proper thing to do is to educate them out on the prairies, which gives them a chance to assimilate with white people or to settle on reserves where they can earn a livi. .

Your obedient servant,

(. . .) W. M. Graham,
Indian Co. . . . ioner.

The Secretary,
Dept. of Indian Affairs,
Ottawa.

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1-1-1

DEPARTMENT OF TRADE AND COMMERCE

CANADA

ADDRESS ALL COMMUNICATIONS TO
R. H. COATS
DOMINION STATISTICIAN
OTTAWA

DOMINION BUREAU OF STATISTICS

OTTAWA, October 28, 1930.

CANADA.

Dear Mr. Ferrier,

We have prepared a short article on Indian education from the Reports of the Department of Indian Affairs of recent years, with a view to using it in our Annual Survey of Education for 1929. Before sending it to press we should like to have your opinion as to whether it contains any inaccuracies, or statements that would be misinterpreted by the public, and for this reason are enclosing a copy herewith. We shall appreciate any comments.

Yours faithfully,

Assistant Chief,
Education Statistics Branch.

Russell T. Ferrier, Esq., M.A.,
Superintendent of Indian Education,
Department of Indian Affairs,
Booth Building,
O T T A W A.

81-359

JER:MS

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Ottawa, October 29, 1930.

Dear Mr. Robbins:

I have your letter of the 28th instant, enclosing an article on Indian Education for your "Annual Survey of Education for 1929". I have made some rough notes and suggestions, concerning which I telephoned to you today. If my assistance is required further, please let me know. The article is enclosed, with no further comment except that of satisfaction.

Yours very truly,

Encl.

Russell T. Ferrier,
Supt. of Indian Education.

J. E. Robbins, Esq.,
Assistant Chief,
Education Statistics Branch,
Dominion Bureau of Statistics,
O t t a w a.

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O. H. M. S.

[redacted]

DEPT. OF INDIAN AFFAIRS

FIRST CLASS MAIL

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W. M. GRAHAM, Esq.,

Indian Commissioner,

R E G I N A, Sask.

Dept. of
Indian Affairs

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in the harbor is getting emptier, that the backs of those they love best on earth are getting naked-er and naked-er. They know they will have to hurry back to an insufficient diet and will be forced to begin their hard physical work long before they are fit for it. Meanwhile the doctor faces the gloomy outlook of having all the care, anxiety and work he has expended undone when he is obliged to take for the benefit of another the bed in which the patient is lying. He knows that mental agony is preventing his patients from getting well. How often it has been as much a comfort to my own heart as to that of my patient to see a bright, cheerful volunteer girl go into the ward, sit down by the bedside, and right there set to work to encourage and cheer the patient, suggesting how he can begin earning something even as he lies there day by day. I have seen the eyes of the patient brighten, yes, and the very temperature of the patient become more steady and normal. I have seen them rest more quietly in sleep at night because they have been able to earn while convalescing and because they will be able to carry back something for the home. Many a happy man and woman I have seen saying goodbye to the hospital with tears in their eyes, and on unaccustomed cheeks too, as they took away with them that which smiled less helplessness and more hope as well as, perhaps, some money to buy food and help keep the wolf from the door—and all this due to the industrial work, and the workers, God bless them.

I am not going to deal here with criticism. This effort has been criticised for giving away clothing for not giving away clothing for collecting too much clothing, for not collecting enough clothing for not inventing more means of giving work, for not inventing other means of giving work than we have invented. As I think backwards I don't think I can invent any criticism that has not been given. I would not mind opening a competition to me if anyone else could find some criticism that has not been given; but I have no time to argue. We have too much work to do. When Nehemiah was invited by his critics to come down to the plain and leave off, just for a moment, building the wall of Jerusalem, he sent back to tell them he was awfully sorry but he had no time to give to talking. If there is any more worthy activity associated with the endeavors we have been making to bring better and brighter days to our splendid fishermen in the North, I candidly confess I don't know where to find it. Even "pain killer" or "electric oil" can't compete.

On the other hand I don't know any of the activities that we have tried to carry on which have given us more trouble, more anxiety, and more heartburning, infinitely more fun therefore than any of the others. The real sources of joy in this life especially of that which is permanent, are not the result of easy tasks but of hard ones. It has been said, and that we should pray not for easy tasks fitted to our abilities but for abilities to fit us for harder tasks. If we in the twentieth century are to commend the gospel of the Christ to the world it cannot be done by arguing. The days of imposing your own assumed infallibility on the minds of others are gone by. People want "showing" today, as the "man from Missouri" says. Faith was never as chivalric as it is today. The life of the Master of Man did not end on Calvary, nor was He thrown away, nor was His method a wrong one. I can see Him today teaching industrial work by the bedside of a Labrador fisherman. I can see Him looking for work for a mother with a family such as I have seen, in whose home there isn't a sheet, blanket nor any kind of bed clothing, nor a garment for any of the children that would enabled them to come out from under the stove in the winter months. Naked girls and boys have run out many times on the snow to meet me on my medical journeys.

I have slept on the floor of houses where my sleeping bag had to be placed close to the door so that the draught coming in underneath would give me air. We could not open the window because the others would freeze. I have attended a woman in childbirth whose clothing was frozen to the wall. I have parted with my sledge rug many times. I have seen Tommy go to school, and so eager to go that he ignored the fact that his one pair of trousers had "Finsbury's Best" indelibly stamped on the burlap of which they were made.

A criticism I saw the other day, which I would like to refer to is that our people are so well clothed that they cannot need any more. How many wardrobes are there to be seen in any houses in Labrador? How many of our people even own a trunk to put clothing in? They are very much like the Irishman who went emigrating to America and who on giving his ticket, was asked by the ticket agent where his trunk was. He replied, "What would I want with a trunk?" "To put your clothes in," said the agent. "What!" said Paddy, "and me go naked?"

The best comment on the clothing distribution carried on by the Industrial Department is that casual visitors get the impression that the people of North Newfoundland and Labrador are not in need of any more clothing. This gives such a pleasant shock to me that I cannot conceive of anybody believing it. I have already stated that none of our workers face this meticulous problem of clothing for the benefit of their health or for money or as a joyous pastime when there is nothing else to do.

The reasons why I an English surgeon from the University of Oxford have found myself selling old trousers, out-of-date waistcoats and even garments of the gentler sex with which my education left me strangely unfamiliar were not because I liked competing with those whose peculiar business is the selling of old clothes, but because I felt it was the challenge of God to my soul to stop talking about loving the other fellow and to be willing to do whatever would carry the message of the unspeakable love of God to him. The challenge to the preacher today is still as of old, the way of the cross. He may wriggle out of it and make it an easy job, but just so far as he does he will fail in his efficiency. So humble and homely an activity has shown us by its very difficulty that via crucis is still and always will be via crucis.

To tell you the honest truth gentle reader I hate rolling around in my hospital ship with the cabins cluttered up with old clothes. I have slept on old clothes. I have spent hours sorting old clothes. I have gone through pack after pack looking for a pair of trousers for a man, and have spent an hour arguing with him that, as all I had was a lot of old ladies' jackets one of those must be the thing he really wanted. I have seen the time when I could have taken a hammer and hit the postmaster for help however needy I knew him to be because I was worn out physically with trying to find the right kind of garment among the debris of all that was. It is true I remember one of my lassies who became after a few months hard work in the Clothing Department that he felt it impaired his soul to continue any longer in that kind of work because he hated it so.

If any of my readers are of the opinion that we would appeal for more help in this department by asking for more clothing if we did not need it I hope they will think it over again. If we have at any time a stock that is more than we need or can use we are not going to throw it away or want it ourselves. We are going to keep it for the time when we shall need it. The trouble I have often had is that with the postman seeking clothing and with the clothing on hand I have sometimes been able to get it to him because I could not find any work for him and I was unwilling to take the risk of destroying the fisherman's most valuable asset or starve his consciousness of independence. This the Industrial Department has, however, been making less and less possible.

Some one besides myself will I hope record the debts that we owe to those who have nobly worked in this line when they might in perfect right have been spending all their time and money on themselves traveling in Europe or winning silver pots in athletic competitions or seeking pleasure and the solution of the meaning of our stay on this planet in purely selfish occupations. All who know us know how we value athletics that keep our bodies in order, and how little we deplore expense of money or time when it gives an adequate return in improving our capacity for serving the world. We love any man or woman who can do things, and we strive all the time to do things ourselves. We agree absolutely with Dr Richard Cabot when he says that play as well as work is essential for the perfect Life, but we do contend that there is more real satisfaction in pulling a man out of a hole than in knocking a white ball into one. "Among The Deep Sea Fishers."

Saskatchewan and Immigration

Royal Commission Submits Report.

(Note. The Government of Saskatchewan has for some time been investigating conditions regarding land settlement in that province. It is forecast that this question will be a live issue in the next session of the Federal Parliament, and these opinions of the Royal Commission are worth studying from that standpoint.)



DR. W. W. SWANSON

Professor of Economics, University of Saskatchewan, Saskatoon, at present in London with the Canadian delegation attending the Imperial Economic Conference. An outstanding authority on wheat, Professor Swanson is pursuing the difficult problems involved in the marketing of Canada's crops, concerning which so many despatches have been cabled to Canadian newspapers. He was a member of the Saskatchewan Royal Commission on Immigration and Settlement.

WHILE some inflow of immigration must be permitted "if we are to maintain a biologically and economically sound condition of rural population," such immigration must be under strict control, effective checks and proper safeguards, provincial as well as federal.

This statement is the keynote of the report of the Saskatchewan Royal Commission on Immigration and Settlement submitted by Premier J. T. M. Anderson and by him released for publication.

Because the "reserves of unutilized land suitable for settlement in Saskatchewan are much less than is often assumed to be the case," the Commission argues that restriction of immigration rather than its promotion is essential at the present time. Consequently it confines the greater part of its attention to ensuring that what immigration is permitted shall be of the most approved type and that those newcomers who penetrate the restrictive barriers shall have a reasonable chance of making good.

Upon the premise that rural population is a "sine qua non" so far as Saskatchewan is concerned and upon decisions reached after a thorough study of the 52 volumes of evidence collected in the examination of 476 witnesses at forty sessions, one of which was held extra-provincially at Winnipeg, and of a mass of pertinent data, the Commission bases a series of correlated recommendations creating a complete mechanism for the control of immigration and the regulation of settlement. Personnel of the Commission which began its work Jan. 30, 1930, and closed its public sessions June 3, was Prof. W. W. Swanson, chairman; P. H. Shelton, vice chairman; T. Johnston, G. C. Neff and A. R. Reusch.

The Commission's recommendations were submitted under five headings (a) Machinery of Control, (b) Immigration Agencies and their Licensing, (c) Classes of Immigrants in a broad order of preference, (d) Methods of Land Settlement and after-care and (e) General. Recommendations dealing with matters germane to the subject studied and designed to promote the development of the land and other resources of the province.

Saskatchewan being an agricultural province, the recommendations deal essentially and predominantly with agriculture and land settlement and, in the wording of the report "attempt to lay down certain principles of control intended to provide for the maximum freedom of immigration, limited by the legitimate desire of the people of this province to maintain a general standard of living satisfactory to their ambitions."

The Commission makes no recommendation with respect to a quota law. Definite prohibitions are recommended however with respect to single agricultural workers and members of non agricultural groups save and except they have sufficient capital (estimated as from $1,000 to $5,000) to establish themselves either in agriculture or industry. The restrictions do not apply in the case of British migrants and trained specialists "required in the establishment of industrial enterprises or technical institutes in the province" can come in without let and hindrance.

The Commission rules definitely against state-aided immigration with certain noted exceptions in the case of the settling of Saskatchewan residents on public lands, the repatriation of Canadians now domiciled in the United States, and of British immigrants, more particularly British school boys.

Among the safeguards, the Commission [illegible] to provide an insurance fund against indigency and the provision of guarantees by licenced immigration agencies that settlers brought in by them shall not become a public charge within five years.

An alternative is suggested to homesteading which the Commission recommends, should be discontinued.

Conferences Suggested

Declaring it obvious that no provincial control of immigration is practicable except as it coincides with the policies adopted by the Dominion Government, which in turn must base these policies on the desires and needs of the nine provinces of the Confederation, the Commission recommends "That an effort be made to call a conference between the representatives of the Government of Canada and of all the provinces, in the hope that from such a meeting might arise uniformity of opinion concerning an immigration and settlement policy." The Commission suggests that its report be submitted to that conference as the Saskatchewan Government's recommendations on the subject. Further it is suggested that the proposed conference follow that of which intimation has been given between the Government of Canada and the Governments of three Prairie Provinces on immigration matters.

The Commission also recommends that its report be submitted to a conference of representatives of the Provincial Departments of Natural Resources, Agriculture and Labor, the College of Agriculture, organized farmers and other interested bodies, invited representatives of the Federal Departments of Immigration and Agriculture and the persons or corporations desiring to obtain licences as immigration and colonization agents. It is suggested that this conference be held "at once," in order to deal with the details of immigration and settlement regulations envisaged in the report and to enable prospective licencees to adjust their plans in conformity with the expressed wishes of the Saskatchewan Government, pending the passage of enabling legislation where such is necessary.

(Continued on page 34)

that point, as follows (Page 4015 of Hearings):

"Senator Robinson of Indiana. There are several letters I will read them. Here is one of July 17, the first one which seems to have been written to Mr John J Raskob, 220 Park Avenue New York

"'With this note I am taking the liberty of introducing to you Mr Francis R Bellamy, editor and publisher of the Outlook and Independent, who has talked with Mr. Sabin and with me as well as with Mr Thomas W Phillips, Jr., of our board, about the progress of his magazine I do not know about the finances of the affair, nor am I in a position to judge as to that side of the subject, but I do know that this combination of two old and respected magazines is carrying material against prohibition which is scholarly sound and, in my opinion extremely effective The change in the nature and policy of the magazine has plunged it into a hot fight I think it will be helpful to that for which we are fighting if this magazine may continue to wield the kind of weapons it has taken up since the merger'"

A memorandum taken from the files of the wet association, and read into the Record by Senator Walsh of Montana, showed that LIFE, which recently conducted an anti-prohibition campaign, had appealed to the wet group for an "underwriting to help out in its work."

The attempt of the wets to control the rural press was shown in a memorandum taken from the wet files (page 4001 of Hearings) this action being suggested as one of the best ways of making progress in the fight against prohibition

Not alone were the wet group interested in the preparation or the publication of propaganda for their cause but they manufactured news or essayed to do so Groups of meetings were held in whose arrangements large sums were expended to give the impression that there were genuine popular uprisings in the fight against prohibition One such case involved the attempt of the wets to exploit [illegible] between the Coast Guard [illegible] Various organizations were arranged in New England to foment hostile criticism of the government's agents on this matter

Very lengthy examination conducted by Senator Robinson of Indiana, with President Henry H Curran of the Association Against the Prohibition Amendment on the stand showed that it cost $5 443 34 to engage what was supposed to be a popular mass meeting addressed by Governor Ritchie of Maryland in Boston and that other meetings, more or less directly related to the attempt of the wet group to foment popular indignation in what was known as the "Black Duck Case" brought the expenses of the wet group for the Massachusetts campaign to $17,017 63, to which Pierre S du Pont made a direct contribution of $5,000.00 Senator Robinson of Indiana sought to lead Mr. Curran to admit that there was no spontaneous sentiment against the Coast Guard in connection with the Black Duck matter It was necessary for you to attempt to make it appear that some great outrage had been committed" Mr Curran declined to admit this although the detailed statement made by the Constitutional Liberty League of Massachusetts to Mr Curran and introduced in the Record by Senator Robinson of Indiana (Page 3959 of Hearings), showed that instead of the people in Massachusetts being at "high pressure" over this incident it was in Senator Robinson's words necessary for him to get them worked up and therefore it was necessary for them to [illegible] at high pressure"

Throughout the examination on these and other points, the Senators on the Investigation Committee brought out the fact that the wet association which is making these efforts to control the public schools, buy up the rural press, purchase or subsidize authors and writers and stage at high cost meetings which were supposed to be spontaneous popular gatherings, was not supported by the general public but that the great proportion of its income was derived directly from seven multi-millionaires with 53 other millionaires contributing to the fund being waged [illegible] Eighteenth Amendment.

Industrial Work and Clothing

By Sir Wilfred Grenfell

FEW of our friends know how difficult is the problem of helping another person in such a way as to leave no possible chance for criticism

In the early days my great problem and the cause of most of the disease and suffering in Labrador, was poverty, and that poverty was not, as in many places, the result of sin, as in indulgence in liquor cases, or of selfishness, but poverty resulting from helplessness. Naturally this appealed very much to a doctor whose office in life is to prevent sickness and trouble to the body and mind and who realizes that it is much more important to prevent them than to remedy them after they have happened. Examining the utterly scientific endeavors to treat the ills of the Labrador and Newfoundland coast we had absolutely no alternative except to consider poverty as a disease to be remedied as a condition calling for public health effort as the one genuine interpretation of what the love of God would mean to us if we were in the place of those people

It is the part of a doctor to see clothing; he must strip his patients to examine them And one very outstanding thing upon which we all remarked was that there was no such thing as woolen clothing in a country with the bitter climate of Labrador The people were too poor to buy wool and there were no sheep Study of the economic side of our problems we found that not only did no one on the Coast ever have money but also that no family ever earned the equivalent of $500 in the year possibly with one or two exceptions and in many families there were five or more children There was no chance for them. There were no ways of adding to the income There was no way of escaping from the abominable peonage system which, Americans will remember flourished until quite recently in the South To [illegible] cutting off fuller's earth limbs, [illegible] could be [illegible] which is the result of not getting proper food and attending to many other such troubles was all very pleasant work. The patient is always very grateful, as are his friends, and we were very popular; but it did not satisfy our souls We knew that was not the right way to go about it and that more must be done if we were to consider ourselves bearers of the message of the love of God We fully realized the difficulties of doing anything We knew we should tread upon people's toes We knew we should encounter opposition and ill will as anyone will who intrenches upon prerogative or privilege who traverses conventions or whose activities suggest neglect or slackness on the part of others

With this prelude I want to say that we made up our minds to commit the sin which is unpardonable in any country where the old barter and truck system prevails Just to show one instance of how bitter is the need to supply cheaper food was shown us One big firm withdrew its subscription from the hospital, removed the endowment plate from over a cot which it had provided for and discontinued its support entirely and we needed it badly just because we had started a cash co-operative store on an island some miles away When one considers a family budget among a people like ours it is easy to show that the amount of money necessary for food and for clothing is about the same It is obvious however that a man must first provide food else he will die and clothing will be no good. On the other hand he cannot work and earn money unless he is clothed We decided to tackle every kind of activity that we thought might sooner or later enable us, when we told a mother to give her child and herself more nourishing food, to make it possible that she carry out our orders What was the use of saying "Be fed" and "Be clothed" and then going away leaving them utterly helpless to do what we advised?

This article will deal only with industrial work and clothing as the most important part of the problem. If clothing is provided for there would be set free enough to purchase food for all of them With the new developments that are now going on



SIR WILFRED GRENFELL

the people are gradually getting able to stand on their own feet. To help them to do so is the ideal message of love for it gives them that feeling of independence and self-reliance that makes manhood worth having and life worth living

Many friends from different parts of the world England, Canada and America have helped us with new and old clothing It used to be forwarded direct to me and at first the small quantities that we were able to handle were all used from the hospital ship We always tried to respect the giver and endeavor by insisting on some kind of return being made to the Mission work But this was not always possible Even beyond the needs of the orphan the widow the sick and the incurable, there were other cases God knows, where no money was but enough and where we thought there was no possibility of finding any kind of work the needy person could do that would be remunerative

During forty years many kinds of [illegible] harbor used to provide [illegible] tons of firewood that we could burn on the hospital ship and that accounts for the fact that even today we have still a wood-burning steamer a heating apparatus even now is being put into our new hospital and orphanage at Cartwright [illegible] can be supplied with fuel by using wood Of this there is plenty in the country The people can cut it in spare time and can bring it down to the land wash, ready for when the steamer comes in We used to purchase also a great deal of firewood and ourselves stack it at the hospital and let vessels from the fishing places that needed wood purchase it from us This all enabled us to give more work, but there was much more need than it could satisfy especially in the homes There, though the mother has to work from morning until night there is generally some person with some hours when a little more work could be put in, which would bring more nourishment to the meagre supply in the cupboards and which would bring that feeling of confidence that comes of knowing that during the long winter months no one you love need starve

At length, at risk of alienating effort from the strictly professional methods of attacking diseases with drugs and knives after much work and no little prayer for light we decided that the best way to enable us to give clothing away would be to have "industrial work for the home that could be done in odd moments" This would enable us to use more clothing, while the clothing would enable us to give more work. No clothing has ever knowingly been sold for money The Government does not allow that to be done because it comes in free of duty, which is a privilege granted to us when first we built our hospitals The success of this work —and I will not here try to describe how slow and how difficult it has been— is easily shown to anyone who is interested in this problem if he considers the fact that as a result of the work of our country doctors on the Labrador coast there is today a fine shop in Philadelphia and another in New York City where beautiful products of the developed Labrador industrial work are sold at a profit so that the outlay of money necessary each spring for the purchase of material has been regularly paid back by the sales. Moreover, if you wish to satisfy yourself as to the nature of that work and will investigate, you will find that the goods are sold not merely as a charity but actually on their merits.

Take, for instance, the hooked rugs. These are a development of the inherited ability that the Scotch and English women, forbears of our people, brought with them when they came out here to settle. We make today—I say it without hesitation—the best hooked mats in the world. You can see them right there, and take them and compare them with any in your own house or in anybody else's, and you will find that we make the best of those developments for the home beautiful that can be found anywhere

Our weaving is not so unique, it is sold absolutely on its merits as are the wood carving, the toys and the baskets made from our own grasses, etc Industrial work began with so trivial an annual turnover that it was the ridicule of even our own harbor. The people themselves, who are usually people of great faith, used to say that nothing could ever be made of it that would be of real value upon a large scale The things naturally were poorly made at first There was a great deal of expense in teaching and in bad work and in good material wasted

All education is expensive Even Harvard and Oxford, Yale and Cambridge have to get endowments to carry on. For years there was no chance whatever to make the activity pay There were no skilled workers except in embroidering with silk on deer skin, in making skin-work dolls and one or two in ivory carving Now we buy all the ivory of the whole North each year and have to commandeer the lower jaws as well as the teeth of all the sperm whales killed on the Coast

Teachers had to be developed. Those of our children that showed promise still had no chance of getting intensive industrial teaching or occupational therapy in Labrador We had to get in touch with friends who would sponsor or chaperon girls and boys going to school in the United States and England. We had to find scholarships: we had to find work for our scholars to do in those countries by which to earn some money As a result more labors and more difficult and exacting labors were put upon shoulders that were already almost breaking with the detail and the quantity of the burdens imposed upon them We had times of great trouble We had times when we had to put our hands deeper into our pockets than ever we had intended or even thought we could do; but today the output is over $50 000 per year, and the number of persons benefiting by these activities in getting work is over a thousand and the number is growing each year. The overhead expenses are proportionally growing less. We knew they would be serious, and they have been unquestionably very high It is a long way from Labrador to New York and this country has surrounded itself with high tariff walls, and with insurance and duties it has been hard to meet competition, and only on the basis that our people produce work that excels that of all others can we ever hope to render them a permanent service through the Industrial Department Fortunately for us most generous volunteer help has been regularly accorded us both in Labrador and in the shops, and in the loneliest places on the Coast these volunteers have given invaluable help to make the impossible possible which is what the Industrial Department is doing today

Besides this need for industrial work is the other great need arising from the fact that, when a fisherman is sick or laid aside, he earns nothing. I have watched patients who have come in for a serious operation getting better and better under the generous diet, the rest and the sense of care and comfort which the nurses give them and yet I have been aware all the while that my patients are not getting well anything like the way they ought to do because they are worrying, worrying increasingly as the days and hours go by because they know that nothing is being earned, that the cupboard in the little home



Fisher River Indian Mission

The United Church of Canada

REV. F. G. STEVENS

Koostatak, Man

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PUBLIC ARCHIVES
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CANADA

Ottawa, December 10, 1930.

Dear Mr. Stevens,-

I have your letter of the 2nd instant with the newspaper clipping by Dr. Grenfell. This is very interesting and instructive and I wish to thank you for your thoughtfulness.

Your obedient servant.

Russell T. Ferrier,
Supt. of Indian Education.

Rev. F. G. Stevens,
Koostatak,
Manitoba.

PUBLIC ARCHIVES
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CANADA

Indian Affairs. (RG 10, Volume 6771, File 1-1-1, part 3)
School Files

DEPARTMENT OF INDIAN AFFAIRS
CANADA

Ottawa, November 24, 1930.

Mr. Ferrier,-

The Minister's office have asked for a memorandum regarding all employees in British Columbia who do not come under the Civil Service Commission,

Name and place of employment,
Date of original appointment,
Amount of salary,
Services rendered,
By whom recommended.

Will you kindly let me have this information with reference to teachers in the province of British Columbia.

D. C. Williams

Acting D. S. G. I. A.

PUBLIC ARCHIVES
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CANADA

Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 3)
School Files

NAME	[illegible]	[illegible]	AMOUNT OF SALARY	DATE OF ORIGINAL APPOINTMENT	BY WHOM RECOMMENDED
Geo. M. Luther	Alert Bay	Alert Bay	$ 900	Sept.1,1917	Church of England
Doris MacKay	Bella Bella	Bella Bella	950	Sept.1,1930	United Ch. Missionary Society
Mrs. Isobel Snodgrass	Bella Coola	Bella Coola	950	Sept.1,1922	" " " "
Miss Lillie Blachford	Boothroyd	Lytton	950	May 1, 1915	Church of England
Mrs. Florence Howard	Cape Mudge	Quathiaski Cove	1,050	Sept.1,1919	United Ch. Missionary Society
Mr. J. W. Burns	Chehalis	Harrison Mills	950	Sept.1,1925	R. C. Missionary
Mrs. C. Rey	Cowichan	Duncan	850	May 1, 1929	" " "
C. O. Daly	Fort Babine	Topley	900	Sept.1,1930	" " "
Mrs. C. O. Daly	" "	"	300	Sept.1,1930	" " "
Miss V.A. Cadwallader	Fort Rupert	Port Hardy	750	Jan. 1, 1929	Anglican Columbia Coast Mission
Rev. Henry Flores	Gitladamiks	Aiyansh	750	Sept.10,1928	Church of England
Ethel C. Brierly	Glen Vowell	Hazelton	850	Oct. 1 1929	Salvation Army
Mrs. E. Dungate	Hazelton	Hazelton	900	Apr. 1, 1919	Church of England
James Oliver	Hartley Bay	Hartley Bay	950	Oct. 1, 1923	United Ch. Missionary Society
Arthur H. Becher	Hazelton	Church House	950	Sept.1,1928	R. C. Missionary
Mary Winter	Kaisis	Port Hammond	1,050	May 1, 1930	" " "
Ada M. Martin	Kincolith	Kincolith	1,000	Sept.1,1930	Church of England
Eva I. Dyer	Kingcome Inlet	Kingcome Inlet	750	Jan. 1,1929	Anglican Columbia Coast Mission
Helen Earl	Kispiox	Hazelton	900	Sept.1,1929	United Ch. Missionary Society
Hazel Guild	Kitamaat	Kitamaat	750	Sept.1,1929	" " " "
Bert Cheerman	Kitkatla	Prince Rupert	900	Sept.1,1929	Church of England
Mr. R.H. Goodridge	Kitsegukla	Skeena Crossing	950	Sept.1,1930	United Ch. Missionary Society
Chas. M. MacKinnon	Kitselas	Vanaredol	950	Sept.1,1921	" " " "
Irwin Bell	Kitwanga	Kitwanga	850	Sept.1,1930	Church of England
Lillie Morrice	Klemtu	Klemtu	950	Sept.1,1929	United Ch. Missionary Society
Anna M. Cliff	Kokeilah	Kokeilah	950	Sept.1,1927	" " " "
Mr. Malcolm Henry	Lakalsap	Mill Bay	1,000	Sept.1,1930	Church of England
Mrs. Malcolm Henry	"	" "	250	Sept.1,1930	" " "
Marion E. Nixon	Masalillikulla	Minstrel Island	750	Nov. 1,1928	Anglican Columbia Coast Mission
Annie Roode	Masgett	Masgett	1,000	Sept.1,1926	Church of England
Ellen Mitchell	"	"	1,000	Sept.1,1929	" " "
T. A. Bryant	Metlakatla	Metlakatla	1,050	Apr. 1,1924	" " "
Miss E. S. Klippert	Nanaimo	Nanaimo	1,150	Sept.1,1923	United Ch. Missionary Society
Anthony Walsh	Okanagan	Vernon	900	Nov.15,1929	R. C. Missionary
F.G.M. Grist	Osoyoos	Oliver	900	Sept.1,1928	" " "
Miss C.M. MacLennan	Penticton	Penticton	1,000	Sept.1,1928	" " "
Mrs. Elis. Pogson	Port Essington	Port Essington	1,000	Jan. 1,1930	United Ch. Missionary Society
Sydney Browning	Roche Deboule	New Hazelton	1,050	Jan. 9,1914	R. C. Missionary
Mrs. S. Browning	"	"	140	Jan. 9,1914	" " "
Christine MacLennan	Seebird Island	Agassis	900	Sept.1,1930	" " "
J. P. Kieran	Seton Lake	Bridge River	800	Jan. 1,1928	" " "
A. E. Fyall	Shulus	Lower Nicola	900	Sept.5,1916	Church of England
Mrs. Elsie Wark	Skidegate	Skidegate Mission	1,000	Oct.15,1929	United Ch. Missionary Society
Miss Jean Wark	"	"	1,000	Jan. 1,1930	" " "
J. J. Maroney	Skwah	Chilliwack	1,050	Sept.1,1925	R. C. Missionary
Basil Nicholson	Sliammon	Powell River	950	May 13,1919	" " "
Winifred Potter	Smith's Inlet	Margaret Bay	$4 a day	Dec. 4,1928	United Ch. Missionary Society
Josephine Hindle	Songhees	Craigflower	800	Jan. 1,1923	R. C. Missionary
Miss E.B. Ryckman	Ucluelet	Ucluelet	900	Sept.1,1930	United Ch. Missionary Society

1-1-1

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Dept. Organizatn

Statistics + Schools Branch from '&5'

Schools Branch alone from '01

Indian Affairs. (RG 10, Volume 6001, File 1-1-i, part 3)
School Files

PUBLIC ARCHIVES
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CANADA

1-1-1

DEPT OF INDIAN AFFAIRS
JAN 31 1931
RECORDS

Education of Indians

The report to hand of the provision for education of Indian children who are wards of the Dominion Government, indicates that so far as the buildings and staff are concerned Canada is not saving money at the expense of the "papooses." There are now 78 residential, and 272 day, schools, with nearly 16,000 pupils in attendance. The residential schools the report states are conducted by the Anglican, Roman Catholic, Presbyterian, and United churches, but the plant is provided by the Government and in this connection it should be noted that Manitoba has now two new ones, one already erected at Brandon and one in process of building at Birtle. The amount spent on Indian education in the fiscal year ending March 31, 1929 was $2,215,012.

• • •

Side by side, however, with these handsome residences there is arising at least some volume of criticism, not as to the amount of money Canada is spending on these children, nor as to the amount of effort being put forward by the staff, but as to the ultimate results. Canada is making an effort to pay her debt to her first settlers, but are the results at all commensurate with that effort? In other words are large, residential, electrical machine-equipped schools ideal or even sensible educational plants for children whose tradition and mode of life are far removed from such accessories?

There is a body of opinion which claims that not only is this education not an advantage but that it is a detriment and since this opinion comes from persons in close touch with the situation and of "goodwill," perhaps it might be well for those in charge of Indian education to become aware of it. It is claimed that these children brought up in these residences go back to their reserves where the conditions are so vastly different from those of the school, that handicapped already by a nature which does not lend itself to over-exertion, and by the hopeless breach of environment they rapidly sink back and in a year or so have successfully eradicated all the veneer which the white man's well-intentioned efforts had conferred on them. But the years learning, [illegible] to forget have not taught them the things which they might have learned in their own tradition of life.

• • •

Supporting this contention are the reports of the tuberculosis-sanitations which point to the conditions of life among the Indians as one of the causative factors of the high death rate. If the schools had taught the girls as they are supposed hopefully to do, to keep a sanitary house and all the other things that go to forward the cause of health, there would be a better record at least it is reasonable to suppose that there would be.

On the other side, however, is the report of the bureau of statistics which sets forth that during the past decade the area of land under cultivation by these people has increased from 173,191 to 232,751 acres, and that the total income has come up from $6,241,497 to $9,784,576, a fairly encouraging record when it is remembered that the population is practically stationary.

• • •

However desirable it might be the Indian cannot go back to the ways of his forefathers. He must live, if he is to survive, within reasonable distance of the white man's standards. Canada has a good record of her treatment of these people. Her record is still admirable so far as good intentions go. But there does seem to be some room for opinion that the time is ripe for an appraisal of the results of the education which is being provided, not with any idea of withdrawing such provision but that if necessary it may be better adapted to the pupil and to the life from which he came and to which he will return.

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Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 3)
School Files

FRANCIS H. GISBORNE
KC 1SO DCL
CHANCELLOR OF THE DIOCESE OF OTTAWA

114 DRIVEWAY, OTTAWA

July 23rd 1931

My Dear Dr Scott,

Many years ago the late Martin Benson lent me the enclosed pamphlet, which belongs to your departmental library, for WW Blake when we were working for the Anglican Indian schools. When it came to returning it we neither of us could find it, but the other day in looking over some papers I found it so am able to return it. I am sorry for my negligence.

With kind regards

Yours sincerely

Francis H Gisborne

D. C. Scott Esq
LL.D.

PUBLIC ARCHIVES
ARCHIVES PUBLIQUES
CANADA

Indian Affairs. (RG 10, Volume 6001, File 1-1-i, part 3)
School Files

January 24, 1931.

My dear Mr. Gisborne,-

I beg to acknowledge the receipt of your letter of the 23rd instant and the inclosed pamphlet "On the Education of Backward Races," by Ernest W. Coffin. Many thanks for returning this.

Yours very truly,

Francis H. Gisborne, Esq., K.C., I.S.O., D.C.L.,
Chancellor of the Diocese of Ottawa,
114 Driveway,
Ottawa.

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Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 3)
School Files

Ca ./EOC

145 Sherbrook St.,
Winnipeg, Man.
30th Jan. 1931.

The Secretary,
Natural Resources Intelligence Service,
Department of the Interior,
Ottawa,
Canada.

Dear Sir:-

Will you please mail me a copy of the latest edition of your map of the Dominion of Canada showing the Canadian Dioceses by name and number and the Indian Boarding Schools

Thanking you, I am,

Yours truly,

(Sgd.) G.W. Steacy,

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Indian Affairs. (RG 10, Volume 6831, File 1-1-1, part 3)
School Files

1-1-1

G.W. Stency

FEB 18 1931

DEPARTMENT OF THE INTERIOR
CANADA

NATIONAL DEVELOPMENT BUREAU
OTTAWA

DEVELOPMENT **GEOGRAPHY** **TRAVEL**

Dear Sir:-

February 15th,
1931

Herewith is a copy of a request received in this Bureau which we are referring to you for such additional action as you may care to take with particular regard to that part which is underlined.

ENCL.

The applicant has been advised to the effect that a copy of the communication was being referred to your office for further action to that taken by this Service.

Yours very truly,

The Secretary,
Dept. of Indian Affairs,
Ottawa, Ontario.

F. C. C. Lynch,
Director.

4944c/WM

Ottawa, February 21, 1931.

Sir:

The National Development Bureau, Department of the Interior, has forwarded a copy of your communication of the 30th ultimo requesting to be supplied with a map of the Dominion of Canada showing the Indian residential schools.

In this connection I have to say that this Department does not have a map available for distribution showing the location of these schools. We are, however, forwarding you under separate cover a copy of the last Annual Report of the Department of Indian Affairs, and I would refer to the Tabular Statements in Part 2 of the Report, giving a list of the Indian residential schools in the Dominion and where located.

Your obedient servant,

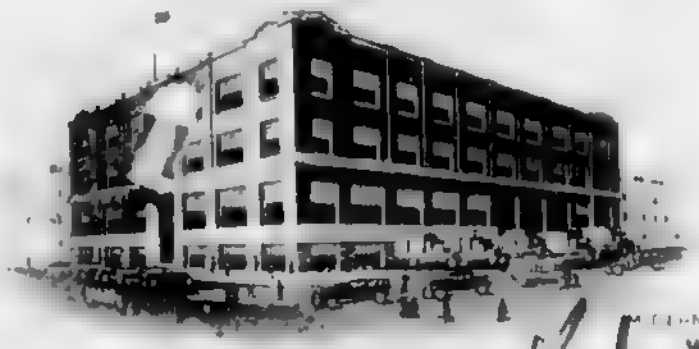
Russell T. Ferrier,
Supt. of Indian Education.

C. W. Steacy, Esq.,
145 Sherbrook St.,
Winnipeg, Man.

PUBLIC ARCHIVES
ARCHIVES PUBLIQUES
CANADA

Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 3)
School Files

1-1-1



THE
G. McLEAN COMPANY
LIMITED
WHOLESALE GROCERS

ELGIN-MOT & ADELAIDE STS.
WINNIPEG

February 18, 1931.

The Department of Indian Affairs,
Ottawa, Ont.

Gentlemen:-

Would you please send us a list of the Protestant and Roman Catholic Indian Boarding Schools in the Provinces of Manitoba and Saskatchewan, and North Western Ontario.

Thanking you in anticipation.

Yours truly,

The G. McLean Company Ltd.

Ronald Whitley.

GMcL-LG

PUBLIC ARCHIVES
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CANADA

Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 3)
School Files

Ottawa, February 23, 1931.

Gentlemen:

I have your letter of the 18th instant, requesting a list of the Indian residential schools in the Provinces of Manitoba, Saskatchewan and Northwestern Ontario.

In reply, I am enclosing herewith a list of Indian residential schools in Canada, with post office addresses. We have these lists prepared for distribution, and the list enclosed will give you the information you require.

Your obedient servant,

Russell T. Ferrier,
Supt. of Indian Education.

ENC.

The G. McLean Co. Ltd.,
McDermot & Adelaide Sts.,
Winnipeg, Man.

PUBLIC ARCHIVES
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CANADA

Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 3)
School Files

DEPARTMENT OF INDIAN AFFAIRS
CANADA

INDIAN AFFAIRS
MAR 2 1931
OF
INDIAN AGENT

Prince Albert S.C.
Feb. 21st 1931

[illegible]-2445

Sir:-

I shall be glad to receive six copies of "Regulations relating to the Education of Indian Children" if such are still being issued by the Department.

Your obedient servant,

W. E. Collison

Indian Agent

The Assistant Deputy and Secretary,
Department of Indian Affairs,
Ottawa.

PUBLIC ARCHIVES
ARCHIVES PUBLIQUES
CANADA

Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 3)
School Files

1-1-1

Ottawa, March 3rd, 1931.

Sir,-

With reference to your 002-3443 of the 21st ultimo, I beg to say that the regulations relating to the education of Indian children are not, at present, issued in a special pamphlet.

I might refer you to sections 9, 10 and 11 of the Indian Act, also to the instructions contained on the inside of the back cover of the day school register as well as circular letters issued from time to time by the Department.

Your obedient servant,

Russell T. Ferrier

Russell T. Ferrier.
Supt. of Indian Education.

W. E. Collison, Esq.,
Indian Agent,
Prince Rupert, B. C.

PUBLIC ARCHIVES
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Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 3)
School Files

OBJECT OF THE SETTLEMENT.

1.- FOLLOW-UP WORK FOR THE SCHOOLS.-

Boys and Girls Teen Age.

2.- WORK WITH MOTHERS AND FATHERS.-

(a) Educational-

Develop own Arts and Crafts.
Manual Training
Carpentering
Dressmaking, &c.

For Mothers -

Home management.
Social Education.
Child Training and Guidance
Practical

(b) Social-

Recreation of proper kind, object being to have something to take the place of Pow Wows and Potlaches. Gangs - as well as physical training and all the things that can be learned through social contacts.-
A Social Centre.

3.- RELIGIOUS.-

Personnel more important than building.

****

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Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 3)
School Files

COMMUNITY HOUSE or CENTRE

REQUIREMENTS.- Organization. - Home idea stressed; use of such things as people have.

1.- DIRECTOR.-

Leadership is the most important element involved in the success of a community house, and demands -

(a) A willingness to do hard work;
(b) A real purpose and aim;
(c) Ability to make use of obstacles, and to get along with people.
(d) A sound religious belief.

2.- ENLIST SERVICE of volunteer helpers where possible; also interest men's and women's organizations - like service clubs and I.O.D.E.

3.- ACTIVITIES.-

Clubs for all ages; classes in sewing; dressmaking; cooking; laundry work; typewriting; salesmanship; millinery; waitress requirements; department classes; handicrafts; music; orchestra; bands; dramatics; gymnasium work; Boy Scouts; Tuxis or Trail Rangers; Guides or C.G.I.T.; Brownies; Mission Band Circles; Mothers' meetings; study and discussion groups; home nursing clinics; rallies; pageants; conferences and camps; literary and reading clubs.

4.- PROGRAM WELL DEFINED. - Standards High.-

(a) Know plan for each day.
(b) Special planning - done weeks ahead;
(c) A season's objective.
(d) Holiday celebrations.
(e) Sunday Program - week's work linked up with Sunday.

5.- CLUBS.-

(a) Regular times and places for meetings - not too often or too few.
(b) Self government (?) - to some extent.
(c) Regular dues.
(d) Club paper or magazine.
(e) Club Code
(f) Educational - vocational guidance.
(g) High moral standard - health - happiness - and good citizenship.

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6.- EQUIPMENT - depending on size.-

(a) Staff apartments.
(b) Assembly Hall.
(c) Club Rooms;
(d) Recreation Room (gym).
(e) Household Science Room - fitted.
(f) Common Room - with fire place
(g) Library - reading room attached(?).
(h) Store Rooms.
(i) Office.
(j) Games Cupboard.
(k) Supply Cupboard.
(l) Sewing Room
(m) Laundry Room.
(n) Piano - chairs - typewriters - sewing machine.
(o) Playground:
Tennis Court
Croquet
Badminton.

7.- CO-OPERATION - big item -

Churches
Health Centres
Schools
Other organizations.

8.- Start with teen age girls - lead up to mothers.

9.- Start with teen age boys - lead up to fathers

10.- Recreation.

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Indian Affairs. (MG 10, Volume 6001, File 1-1-1, part 3)
School Files

March 11, 1931.

[illegible]:

Rev. Mr. Beaton, of the United Church Board of Home Missions, left with me the attached Outline concerning settlement work on Indian reserves, which has been prepared by Miss French, who has had experience as matron at the Norway House and Coqualeetza Indian Residential Schools.

Russell R. Ferrier

PUBLIC ARCHIVES
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CANADA

Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 3)
School Files

Ottawa, March 16, 1931.

Dear Sir:

I am enclosing nine negatives, with the request for six glossy prints of each, for the use of this Department. From time to time, requests are received for pictures of Indian schools and Indian school activity.

Thanking you in advance,

Your obedient servant,

Russell T. Ferrier

Russell T. Ferrier,
Supt. of Indian Education.

Enclos.

P. Sherrin, Esq.,
National Development Bureau,
O t t a w a,
Ont.

Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 3)
School Files

PUBLIC ARCHIVES
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CANADA

1-1-1

DEPARTMENT OF MINES
CANADA

Ottawa, Ontario,
January 27, 1931.

F. R. Yarham, Esq.,
13, Gerrtrude Road,
Norwich, Norfolk,
England.

Dear Sir,-

We have your letter of December 21st. addressed to the Chief, Division of Anthropology and enclosing a British Postal Order for 2/6. We regret that we have no good photographs showing Indian schools and scenes of school life. Accordingly, we are transferring your letter, together with the Post Order(£ 703675)to the Department of Indian Affairs, who may be able to furnish you with the photographs desired.

Yours very truly,
(Sgd) Wyatt Malcolm
for Director.

F. R. Yarham
13 Gertrude Rd
Norwich
Norfolk
England

PUBLIC ARCHIVES
ARCHIVES PUBLIQUES
CANADA

Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 3)
School Files

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Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 3)
School Files

ORIGINAL, FOR THE DEPOSITOR

No. 6135

Bank of Montreal,

$ ..60 cents only *Ottawa,* Mar.23rd 1931.

RECEIVED from .. E. R. Yarhar

on account ..... Indian Funds

the sum of $ ..Sixty cents only/100 ~~Dollars~~

which amount will appear at the RECEIVER GENERAL'S credit with this Bank.

Signed in Triplicate,

Ent'd. ...

Pro. Manager.

DUPLICATE, FOR DEPARTMENT.

No. 6130

Bank of Montreal,

$ ...50...cents...only

Ottawa, ...Mar.23rd..1931.

RECEIVED from .....E..R..Yarham

on account .....Indian Funds

the sum of .....Sixty cents only/100 ~~xxx xxx~~ *Dollars,*

which amount will appear at the RECEIVER GENERAL'S credit with this Bank.

Signed in Triplicate,

.....

Ent'd. .....

Pro. Manager.

PUBLIC ARCHIVES
ARCHIVES PUBLIQUES
CANADA

Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 3)
School Files

78 Q 703525

COUNTERFOIL.

To be detached and kept by the Sender.

The Postmaster General does not undertake to consider any application respecting an Order which has miscarried or been lost or destroyed, unless the counterfoil is produced.

Postal 2/6 Order

To whom payable :—

At what Office :—

Whether crossed }

Date sent }

13 [illegible],
[illegible],
Norfolk.
England.
21.12.30.

The Chief,
Division of Anthropology,
Ottawa.

Dear Sir,

Thank you for your letter of September 24.

Will you be good enough to forward me photos to the value of 2/6 for which I enclose P.O., which I believe is exchangable in Canada.

I am preparing some data dealing with the education of Indians, and would be glad if you are able to forward a few photos showing Indian schools and scenes of school life.

With thanks,

Yours sincerely,

PUBLIC ARCHIVES
ARCHIVES PUBLIQUES
CANADA

Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 3)
School Files

Ottawa, March 20, 1931.

Dear Sir:

Your letter of December 21st, addressed to the Anthropological Division, has been forwarded to this Department for attention. I am enclosing a dozen or so, pictures of Indian schools and school children. I am also enclosing our latest Report and wish to refer you to the literary matter on page 13 and to the tabular statements on page 76. You may be interested in the special story of the Mohawk Institute, which is on page 15.

You will note that there are both day schools and residential schools for Indian children in Canada. The day schools are located on Indian reserves and are comparable to the ordinary rural school. The residential schools are both on and off reserves and they provide vocational, as well as academic, training. Practically all schools are managed by the Department, in conjunction with one or other of the Churches that are interested in Indian educational work. The pictures enclosed are as follows:-

1. Indian Residential School 8 miles north of Edmonton, Alberta, (United Church).

2. Children of Indian Residential School at St. Albert, Alberta, (Roman Catholic).

3. Football team at Coqualeetza Indian Residential School, Sardis, B. C. (United Church) (40 miles east of Vancouver).

4. Rear view of Indian Residential School on Kuper Island, on east coast of Vancouver Island, B. C. (Roman Catholic). In foreground is water reservoir.

Note:- The above pictures are of schools that are modern and up to date. Photos 5, 6 and 7 show older residential schools, of frame construction.

5. Indian Residential school, showing Indian Agent's residence and Indian hospital in foreground, with church at extreme left, at Norway House on the Nelson river (United Church).

Encl.

6. Sandy Bay Indian Residential School, 60 miles north of Portage la Prairie, on west coast, Lake Manitoba (Roman Catholic).

E. R. Yarham, Esq.,
13 Gertrude Rd.,
Norwich,
Norfolk, England.

7. Indian Residen-

PUBLIC ARCHIVES
ARCHIVES PUBLIQUES
CANADA

Indian Affairs. (MF 10, Volume 6001, File 1-1-1, part 3)
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7. Indian Residential School on MacKenzie River, at Providence, in North West Territories (Roman Catholic).

8. Indian Day School pupils during pantomime at Simpson, on MacKenzie River, North West Territories.

9. Indian Day School at Garden River, not far from Sault Ste. Marie, Ont.

10. Indian children at Walpole Island Indian Day School southwestern Ontario, near southern end Lake Huron.

11. Indian Day School with teacher's residence at Pierreville, Que., 50 miles east of Montreal.

12. Commercial class in largest Indian Day School in Canada, at Caughnawaga, near Montreal, Que. This school is comparable to an urban public school.

13. Classroom at Caughnawaga.

It is possible that you are interested in the tribes that are served by the schools mentioned.

1, 2, 5 & 6	-	Cree Indians of the Algonkin linguistic family.
3 & 4	-	Salish, Kwakiuth-Nootka and Haida Indians of British Columbia.
7 & 8	-	The Athapascan linguistic family.
9	-	The Chippewas of the Algonkin linguistic family.
10	-	Chippewas and the Potawatomis of the Algonkin linguistic family.
11	-	Abnaki of the Algonkin linguistic family.
12 & 13	-	Iroquois.

I regret that your communication was not answered more promptly, but I found that the Department did not have photos suitable for your purpose available.

Your obedient servant,

Russell T. Ferrier

Russell T. Ferrier,
Supt. of Indian Education.

PUBLIC ARCHIVES
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CANADA

Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 3)
School Files

Mount Elgin Indian Residential School

MUNCEY, ONTARIO

S. R. McVITTY, Principal

1-1-1

March 13 1931

Dear Sir

I am to give an address on Thursday evening next from which I understand I am to

1 Highest number of pupils in High School
2 " " P.S. teachers, H.S. and other teachers
3 Average daily attendance
4 Officers and School Boards for year.
5 Latest Report Dept Indian Affairs

Thanking you I am

Very sincerely yours

(Rev) J. Gedeon

P.S. Will you kindly send Educational Report as soon as possible as I must have it before I write my address in order to

Miss Gardner is also going the work I am doing please send work Dept do returns after Easter Miss Gardner is also going

PUBLIC ARCHIVES
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CANADA

Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 3)
School Files

1-1-1.

Ottawa, April 1, 1931.

Dear Mr. Dodson:

I have your letter of the 23rd ultimo, concerning Indian education generally, and I regret that pressure of business has made it impossible for me to answer until today. There are approximately 235 Indians attending high schools, collegiates, universities, colleges, normal schools and business schools. You asked for the number of Indian public school teachers, etc., but I regret that this figure is not obtainable. I would estimate that there are a total of 45 Indians teaching school in Canada. This includes those engaged at Indian schools. One or two have done very well, like Mr. Jamieson, who is teaching in one of the Toronto collegiates.

With reference to your question re assistance given by the Department to worthy students, my first answer replies in part: we are helping approximately all of these students with their special work. In addition, certain promising graduates of our schools are given some assistance to establish themselves on reserves, generally at the time of marriage.

The average cost of Indian Education for the five fiscal years ended yesterday was $2,250,000. per annum. I am enclosing the latest Report, with the suggestion that, if there is any further information you require, you should write again.

Yours very truly,

Russell T. Ferrier,
Supt. of Indian Education.

ENCL.

Fred J. Dodson, Esq.,
Mt. Elgin Institute,
Munsey, Ont.

PUBLIC ARCHIVES
ARCHIVES PUBLIQUES
CANADA

Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 3)
School Files

DEPARTMENT OF
TRADE AND COMMERCE

CANADA

ADDRESS ALL
COMMUNICATIONS TO
R. H. COATS
DOMINION STATISTICIAN
OTTAWA

DOMINION BUREAU OF STATISTICS

OTTAWA,

CANADA.

Dear Sir (Madam):

Under the Statistics Act schools in Canada not operating under the direction of the provincial government or the Department of Indian Affairs are required to furnish an annual report to the Dominion Bureau of Statistics. A form for your use in reporting was sent to you some time ago, but does not appear to have been returned. The matter should be given your immediate attention.

If we are mistaken in the nature of your institution by any chance, and it does not operate a day school, or operates a school under the direction of the provincial government or the Department of Indiane Affairs, the forms should be returned blank accompanied by a note of explanation written preferably across the bottom of this letter.

Yours very truly,

R. H. Coats

Dominion Statistician

PUBLIC ARCHIVES
ARCHIVES PUBLIQUES
CANADA

Indian Affairs. (RG 10, Volume 6001, File 1-1-2, part 3)
School Files

DEPARTMENT OF
TRADE AND COMMERCE

CANADA

ADDRESS ALL
COMMUNICATIONS TO
R. H. COATS
DOMINION STATISTICIAN
OTTAWA

DOMINION BUREAU OF STATISTICS

OTTAWA,

CANADA.

CANADA.

Dear Sir (Madam):

Under the Statistics Act schools in Canada not operating under the direction of the provincial governments or the Department of Indian Affairs are required to furnish an annual report to the Dominion Bureau of Statistics. A form for your use in reporting is enclosed and a duplicate included in order that you may retain a copy. The form should be filled in and returned within thirty days of the above date.

If we are mistaken as to the nature of your institution by any chance, and it does not operate a day school, or operates a school under the direction of the provincial government or the Department of Indiane Affairs, the forms should be returned blank accompanied by a note of explanation written preferably across the bottom of this letter.

Yours very truly,

R. H. Coats

Dominion Statistician

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CANADA

Indian Affairs. (RG 10, Volume 6001, File 1-1-i, part 3)
School Files

DEPARTMENT OF
TRADE AND COMMERCE

CANADA

ADDRESS ALL
COMMUNICATIONS TO
R. H. COATS
DOMINION STATISTICIAN
OTTAWA

DOMINION BUREAU OF STATISTICS

OTTAWA,

CANADA.

April 1[illegible], 1 [illegible].

Dear Mr. Ferrier:-

Mr. MacLean has suggested [illegible]
you copies of the letters [illegible] in
order to prevent any confusion [illegible] reach a
public-controlled school, either provincial or
Indian, by mistake. Copies of the two attached.

"[illegible] provincial schools" to the
term "[illegible] to school" as self-explanatory, but is
rather what the vocabulary [illegible] would be
[illegible], we find that it would be misunderstood at
some of the places it reaches. We trust that you will
[illegible] further improvements to bring our form within
[illegible] Indian schools.

Yours faithfully,

/ [illegible]
Education Branch.

R.T. Ferrier, Esq.,
Superintendent of Indian Education,
Department of Indian Affairs,
O T T A W A.

PUBLIC ARCHIVES
ARCHIVES PUBLIQUES
CANADA

Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 3)
School Files

The Education of the Indians in Canada

GREAT advancement has been made in Canada, particularly of late years, in providing our Indian population with a high standard of educational and vocational training. Increased appropriations by Parliament have made possible the construction of more modern schools and the enlargement of existing buildings which have attracted more highly qualified teachers

There are now 350 centres of Indian educational activity, with over 15,000 pupils, ample evidence of the success of the work in preparing Indian children to become independent and self supporting citizens of the Dominion

In its work for the education of the Indians the Department of Indian affairs has had the close co-operation of religious denominations, which well established policy has demonstrated beyond all question of doubt the effectiveness of the system

The latest addition to the residential schools for Indians is the one opened in Brandon, Manitoba, last summer, which is the finest of its kind in Canada. It is provided with dormitories, class rooms, study rooms, recreation rooms, sunroom, hospital ward and laundry. Adjacent to the school are a number of fine farm buildings These residential schools are required owing to the scattered location of the reserves, and also because the occupations of the Indians take them away from their homes

The curriculum provides academic instruction equivalent to the second year in high school. In addition the girls are given a thorough course in domestic science and the boys a course in agriculture together with elementary training in carpentry and such other trades as will be of use to them in modern farm life

While every possible effort is made to impart a sound academic and industrial education, special attention is given to the health of the students to assist in the building up of a robust constitution

Under the care and tutelage of the Department of Indian affairs the prairie Indian has now become a successful agriculturist. Official records for 1928 show that 65,104 acres in the Prairie Provinces alone were sown to grain from which were garnered millions of bushels In addition thousands of bushels of root crops, hay and other fodder were produced



Educating Canada's Indian Children—A recent photograph of the new Indian residential school at Shubenacadie, Nova Scotia, erected by the Department of Indian Affairs. It provides accommodation for 125 pupils and the teaching staff



Indian School in Canada—A modern day school typical of those maintained in different parts of Canada by the Department of Indian Affairs This particular school is on a Manitoba Reservation



Prairie Indians Crop of 1925 Th[illegible] hing on one of the Indian reserves in the Prairie Provinces of Canada [illegible]ote the modern machinery used by the Indians to harv[illegible] their big grain crop.



Canada's Northwest Territories—Native children from the mission school at Providence on the upper Mackenzie river greeting Mr. O. S [illegible] Director of the North West Territ[illegible] and Yukon Branch, [illegible] Canada.



Harvesting Wheat on Keeseekoose Indian Reserve, Saskatchewan Note the tall, even stand of grain and the fine teams of horses on the two binders. Indian farmers in the Prairie Provinces harvested about one million bushels of grain in the year.

14



THE wireless operator on board the *Alice Lacey* idly tuned in the National transmitter. A hideous crackling jarred on his ears and made him wince, and, through it, the Voice emerged in the middle of a sentence

" . . . I have one S O S"

The wireless operator listened idly. The floor of the little cabin rose and fell monotonously as the trawler *Alice Lacey* fought her way through the resisting sea, dragging behind her the net, full of bewildered and indignant fish. "Will James Andrews . . . ANDREWS - on board the steam trawler *Alice Lacey*, at present fishing somewhere in the North Sea, please return at once to his home, where his wife is -" And the voice sank to nothingness under a fresh onslaught of crackling; for it was dirty weather. The message was not repeated.

A little switch clicked under the wireless operator's hand. He slipped off the headphones.

Heavy feet stamped overhead. "Andrews- what a coincidence!" He went to the door and looked out; a man in oilskins was coming down the stairway. The wireless operator called, "Bert."

"Bert, I've just picked up a call - S O S- for Jim Andrews. He's got to go home at speed. His wife—"; and then he paused because the rest of the message had been smothered under atmospheric interference. "Get hold of him, Bert."

The man rebuttoned the neck of his oilskins and ran up the stairway. His wet back glistened in the lamplight. The wireless operator resumed the headphones. The bows of the *Alice Lacey* thumped into the attacking waves and burst them into clouds of breath-catching spray which drenched the men at work on the deck. Through it all, "Where's Andrews? Where the hell's Andrews? Wanted, here. . . ." And, presently, down came Jim Andrews to the little wireless cabin to get confirmation of the words bawled into his ears. The wireless operator was listening to the results of the day's play in the League matches. " . . . Town 4, Grimsby Rovers nil. " A very awful groan was wrung from him. Then a huge hand on his shoulder slewed him round, and the headphones slipped over his face.

"Hello, Andrews. . . . This is rotten! I'm sorry. Just happened to catch it. Something about your wife - "

"Mary?"

"I didn't hear the end of the message. But—well -" he dropped his eyes before the steady and rather stupid gaze of the big man in oilskins. "You know—these S O S's generally end with 'dangerously ill', don't they? I'm sorry, old man . . ."

"Mary?" said Andrews again; the news seemed to have rather thickened his receptive powers. Then, "Dangerously ill? How do you know?"

"The S O S on the wireless, man!" The wireless operator's voice sounded impatient, though he looked curiously at Andrews.

"Aye, of course." Andrews put out

port at once. Yes . . . what? I know it's a devil of a sea! Eh? There's plenty of men that will take him when the know."

Andrews choked back a binding sensation that rose in his throat. "This boat of you, sir -"

"That's all right." The Captain's voice was gruff. "Get along down to the boat. Good luck!"

* * *

THERE had been no hesitation about getting a boat out; most of those who were at the oars were married men. Andrews sat in the heaving boat and watched unseeingly the lights of the tug twinkling through the rain. Its errand was finished and it was waiting for him. Mary, his wife, dying perhaps! His wife of only a year. This was to be the end of that for which he had waited so long. He and Tom Chedder had both been in love with Mary Arthur, the grocer's daughter, whose young voice sang so sweetly in the choir at the Wesleyan Chapel on Sundays, and made the minister feel, though without malice, that it was her singing and not his fiery sermons the packed congregation came to hear. Tom had won Mary Arthur. It had been hard to bear, but Tom was his pal. He felt no bitterness, only a loneliness. He had been dragged to the wedding as best man. Ironical! After that nerve-shaking ceremony was over, Tom had taken him aside and said, "Jim, I know I've beaten you, but I know you're not bitter about it. It was a fair game? But if anything ever should happen to me, well, she's fond o' you, Jim. You never know . . . If I ever go out, you'll

[illegible] was not down. An unvoiced prayer of thankfulness went upwards from his heart.

It required all his courage to lift the latch and face that which might be waiting. But he braced himself.

His wife, who was bending over a couch with her back to him, did not hear or observe his entry. A cry of great surprise and of still greater joy was wrung from him.

The woman turned, not quickly, but slowly, as one would turn reluctantly to face their unmasking. One hand went to her throat and remained there, gently plucking. "Jim?" she said.

Andrews sank into a chair, and covered his face with his hands. All that he had gone through—the shocking news, the night race with its hope and fear, misery and anguish, and now this glad surprise—all he had gone through overcame and overwhelmed him, and his shoulders heaved. The woman came a few paces towards him, and stood looking at him. "Jim," she said, faintly, "I didn't know you were coming back."

He looked up. He still could not believe that it was his wife, alive and well, whom he saw badly-focused because of the tears in his eyes. He began to struggle out of his oilskins because he could not trust himself to speak just yet. As he did so, he saw the nearly-packed suitcase lying open on the couch; his wife's hat and coat over the back of a chair . . . ready. The woman closed her eyes. He put down his oilskins slowly.

"What's this, Mary?"

Only her eyelids tigh[illegible] going away, Mary?"

"What made you come home so sudden?"

"Someone sent for me on--" And right in the middle of that sentence he suddenly stopped. For in his memory, with extraordinary vividness, the wireless operator of the *Alice Lacey* was speaking again those half heeded words.

"Funny, too, now I come to think of it, the announcer's voice was just like old Tom Chedder's. You remember Tom?"



PRINTED IN CANADA

1-1-1

The National Council of Women of Canada

President
MRS. J. A. WILSON
178 Rideau Terrace
Ottawa, Ontario

Corresponding Secretary
MRS. H. H. ROWATT
204 Plaza Bldg.
Ottawa, Ontario

Recording Secretary
MRS. SYDNEY C. TWEED
4 Willow St.
Waterloo, Ontario

Treasurer
MRS. W. A. QUIBELL
598 St. Clair Ave. W.
Toronto, Ontario

Office of the Dean of Women,
University of Western Ontario,
London, Canada,
April 22, 1931.

Mr. R. T. Ferrier, M.A.
Superintendent, Department of Indian Affairs,
Ottawa, Canada.

My dear Mr. Ferrier,

The National Council of Women, this year as in the last several years, will have a department for the activities of women at the Canadian National Exhibition. As National Convenor of Education, I am seeking to have both the booth on Education and the programme on Education as representative as possible of the departments of education that should be known by all the people and that are perhaps not as well understood by some as they should be. Would you be willing to cooperate with us in the demonstration of the work of some one or more of the Indian Schools?

If we are able to have revolving pictures illustrating the different phases of education, could you provide for us some pictures that would illustrate the work that is being done? Could you perhaps prepare for us a chart that would bring before the people the scope and extent and differentiation of work that is being done for the Indian children?

I shall appreciate hearing from you at your earliest opportunity.

Yours, with a sincere appreciation of the character of the work that you are doing under very difficult circumstances,

Ruby R. E. Hearn.

National Convenor of Education.

1460

M.DR.

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CANADA

Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 3)
School Files

1-1-1.

Ottawa, April 29, 1931.

Dear Miss Mason:

I have your letter of the 22nd instant, with reference to your department at the Canadian National Exhibition. I shall be very glad to cooperate with you and secure an exhibit of work from one or more of our Indian schools. No doubt, the Department can also supply pictures that will illustrate the work, provided I have a little more information concerning what you would like. I think perhaps a chart could be prepared, showing the extent and differentiation of the work that is being done for Indian schools. This will be given some thought, and, when I write to you next, I will send a rough sketch for your advice and help.

When your plans have crystallized, please let this Department hear further from you.

Yours very truly,

Russell T. Ferrier

Russell T. Ferrier,
Supt. of Indian Education.

Miss Ruby E. C. Mason,
Office of the Dean of Women,
University of Western Ontario,
London, Ont.

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UNIVERSITY CATHOLIC COLLEGE
EDMONTON, ALBERTA

INDIAN AFFAIRS
APR 20 1931
EDMONTH

To the Dept of Indian Affairs.
Ottawa

Dear Sirs, I am preparing a Thesis for Toronto University on Indian Schools of Alberta - History, Origins, Maintenance, Supervision, Organization & management, as well as the attitude past & present of the Indians towards these schools, & what is the future of these schools.

Could you give me any help on these subjects, as well as refer me to original documents concerning them?

Thanking you in anticipation, I am

Yours sincerely

J. Bodier Frances.

Ottawa, May 4, 1931.

Dear Brother Francis:

I have given your letter of recent date considerable thought, so that I would know how I could best assist you in the preparation of your thesis on the Indian Schools of Alberta. The first suggestion that came to my mind was that you should examine the reports of this Department for the period 1875 - 1905, but I am unable to find that they have ever been sent to either the University of Alberta or to the Library at the Legislature. I therefore propose to give you some information in this letter. From this, suggestions will come to you, regarding the next step you should pursue.

At the present time, there are being conducted in Alberta 20 Indian residential schools, as shown on page 85 of our latest report, a copy of which is enclosed. One is missing from the list, as, at the present time, it has been changed to day school activity, pending the completion of the new residential school main building. I refer to the Old Sun's institution, on the Blackfoot reserve, which is conducted by the Department and the Missionary Society of the Church of England in Canada. On page 81, you will note that, in addition to the Sarcee Indian Day School, there is also one shown at Morley, but this is really an adjunct of the residential school there and need not be considered independently. Briefly, there are 20 Indian residential schools and one day school operating in the province. Strictly speaking, there are three other day schools which are really in Alberta, although we list them under Saskatchewan because they are in the Onion Lake agency. I refer to the schools at Cold Lake, Frog Lake and Long Lake. You will find these also on page 81. So that you will have a general understanding of the work that is being done, you might read the literary matter on page 13. This part of our latest report is rather brief, as I wanted some special room for the story of the Mohawk Institute, which commences on page 15. I am therefore enclosing a copy of the report for the fiscal year ended March 31, 1928, and wish to refer you to page 11.

I am also enclosing a set of short articles that I have written for "Natural Resources", a bulletin of the Department of the Interior. These will help you

- to an under-

Rev. Brother Francis,
University Catholic College,
Edmonton, Alta.

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School Files

to an understanding of the present situation. This set, you will please return to me as soon as you have taken any notes that you wish, as it is the only complete set I now have.

So that you will have a further understanding of the work as it now is, I would suggest that you have an interview with the Reverend Sister Superior at the Yuville Convent at St. Albert. This institution is for both white and Indian children and it ranks as an Indian residential school as far as this Department is concerned. You should also have an interview with Rev. J. Woodsworth, Principal of the Edmonton Indian Residential School, which is approximately 7 miles north of the city, to the east of St. Albert.

After this preparation, you will have an understanding of the maintenance, supervision, organization and management of our existing schools. The Sister Superior and Mr. Woodsworth can, perhaps, go back a little into the history of Indian schools in Alberta.

To give you additional help in connection with the history of the work, I am writing brief notes concerning the residential schools, which, of course, are the most important factor in our Alberta Indian education programme.

ST. JOSEPH'S, at High River - Commenced 1884: Government built: conducted by the Oblates: closed 1923.

MORLEY (McDougall Orphanage) - First day school grant 1881: residential school grant 1886: conducted by the Methodist Church originally: now United: at first church-owned: but now buildings government-owned.

SARCEE - Was residential school up to 1921: received Government aid from 1887: Church of England management: church-owned buildings.

ST. ALBERT - Received Government grant as day school 1877: as residential school 1889: church-owned (Sisters of Charity).

OLD SUN'S - First government grant as day school 1886 and as residential school 1891: original building church-owned: now government-owned.

RED DEER - Government-owned property: commenced as a boarding school in 1893: Methodist Church management: closed 1919: re-opened on new site at Edmonton, 1924.

- Blue Quills

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BLUE QUILLS - First day school grant in 1877: the site was then at Lac la Biche: first residential school grant 1893: re-established on a new site on the Saddle Lake reserve, 1899: being re-established this year (1931) on new site near St. Paul: until this year, this institution was church-owned, but new property is state-owned.

ST. PAUL'S - First day school grant 1882: residential school grant 1893: first buildings were church-owned, but now government-owned.

ST. CYPRIAN - First government grant as day school 1885: as residential school 1894: original buildings church-owned: now State-owned.

WHITE EAGLE - First government grant as residential school 1894: closed 1901 and pupils transferred to Old Sun's School on same reserve: it was Church of England owned.

LESSER SLAVE LAKE C. E.- First day school grant 1891: residential school grant 1895: church-owned.

ERMINESKINS - First day school grant 1888: residential school grant 1896: church-owned.

CALGARY - Government-owned industrial school commenced in 1897: under Church of England auspices: closed in 1908.

SACRED HEART- First grant as day school 1887 and as residential school 1897: originally church-owned: now state-owned.

BLOOD - First residential school grant 1898: originally church-owned: now government-owned.

ST. BERNARD'S - First residential school grant 1898: church-owned.

CROWFOOT - First day school grant 1885: residential school grant 1900: originally church-owned: now government-owned.

STURGEON LAKE - First residential school grant 1900: was originally at Smoky River, near Peace River Crossing: church-owned.

WABASCA R. C. and
WABASCA C. E. - Both received government aid as residential schools 1902: both church-owned.

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VERMILION - First government grant 1904: church-owned.

WHITEFISH LAKE - First grant as day school 1904: and as residential school 1908: church-owned.

ST. BRUNO'S - First government grant as residential school 1914: originally church-owned: now government-owned.

EDMONTON - First government grant 1924: this was really the same activity as the school at Red Deer: government-owned.

Day schools were conducted by the various churches in Alberta for some years before the Government gave any assistance. In some cases, they took a few pupils in residence. At the time of Confederation, there was practically no government organization or control of Indian schools in Alberta. Such as existed were supported for the most part by Missionary Societies, Religious Orders and the Indian Bands themselves.

About 1885, the Federal Government came to the rescue of the churches doing the work and gave to residential schools a per capita grant for current expenses. This grant has been increased from time to time and, at the present time, amounts to an average of about $170 per child per year, based on the actual average attendance. During the last 10 years, the Department has tried to undertake, not only the current expenses at Indian schools, but practically all of the capital expense as well. Before 1920, certain schools were assisted with their capital expense and other schools were erected entirely by the Government, but considerable church and missionary money was being used for the purpose. In the northern part of the province, this obtains to this day. The Roman Catholic and the Anglican Churches still have the major equity in the physical equipment. From Edmonton south, however, where there are situated the largest schools, the Government owns practically all the properties.

I have made additional enquiries since the first page of this letter was written, and I find that, for some time now, the King's Printer has been sending copies of our Annual Reports to both the University of Alberta and to the Library at the Legislature. With the start that this letter gives you, you should be able

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School Files

get considerable information from these reports. Up to 1916, there was more detail in our printed reports. The tabular statement for the 1916 report is found on page 126 as far as the day schools are concerned and on page 134 for the residential schools. In addition, there is the special report of the Superintendent of Indian Education. You will find interesting information concerning the Alberta schools on pages 151 -2, -3, -4 and -5. There is additional literary matter extracted from the reports of the various schools to be found on page 167. The expenditure will be found on page H56 (Auditor General's Report 1915-16) and the residential schools for Alberta, on page 47 for the industrial schools and page 49 for the boarding schools. I may state, at this time, that we no longer distinguish between boarding and industrial schools. They are all known as residential schools. Originally, there was a distinction. The Government established the industrial schools and the Church owned and conducted buildings were known as the boarding schools. Today, this distinction has disappeared, and the type of instruction in all residential schools is quite uniform. The reports prior to 1916 give similar information. You will notice that our reports are considerably briefer as from 1917 to the present. The information concerning schools will be found in three places. Using the 1917 report as a guide, please see page 14 for the literary matter, pages 72 and 80 for the tabular statements and pages H45, 46 and 56 of the Auditor General's report for the expenditure. I am taking it for granted that you can see the reports to which I refer at one of the libraries. There is another possibility in connection with these annual reports. A good set might be found at the Indian agent's office, Edmonton (Mr. G. C. Laight).

If there is any additional assistance you need from the Department, please do not hesitate to let me know your requirements. This letter will be found somewhat rambling in character, because I have dictated it two or three times during the day, but I trust that you will find it helpful.

Yours very truly,

Russell T. Ferrier,
Supt. of Indian Education.

P.S. Father Langlois' successor at Blackfoot H.C. was a Belgian Oblate priest.

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Indian Affairs. (RG 10, Volume 6001, File 1-1-i, part 3)
School Files

1-1-1

DEPT. OF INDIAN AFFAIRS
MAY 9 1931

Bridgeburg, Ont.,
May 1. 1931.

The Department of The Interior.
Ottawa, Ont.

Dear Sir;- I have to give a paper on Indian Schools and what the Government does for them, so will you please send me any pamphlets or papers that you have on it that would help me

Yours truly
John W Bell
Teacher.

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Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 3)
School Files

Ottawa, May 13, 1931.

Sir:

I have your letter of the first instant, with reference to Indian schools in Canada, and I am enclosing two of our Annual Reports. I should be grateful if you would return these to me when you are through with them, as copies are scarce.

In the 1929 Report, you will find literary matter on page 17 and tabular statements on page 92: in the 1925 Report the literary matter is on page 13 and the tabular statements on page 52. As you read, you will note that practically all the Indian schools are conducted by the Department of Indian Affairs and the various churches that are interested in the evangelization of our wards. Approximately 85% of the current expenses are met from Parliamentary Appropriation, and, during later years, nearly all of the capital expense also has been undertaken by the Department. The Department pays the salaries of all day school teachers and gives a per capita grant, based on the average attendance, at the residential schools. This per capita grant is then used by the principals to meet the current costs.

Your obedient servant,

Russell T. Ferrier

Russell T. Ferrier,
Supt. of Indian Education.

Encl.

John A. Bell, Esq.,
Bridgeburg,
Ont.

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AMMONIA
MARKING TAGS
SPOTTING BRUSHES
GARMENT DYES
SPOTTING CHEMICALS
PEERLESS SIZING
CASCO STARCH
VELVET RANGE STARCH
GARMENT HANGERS

May 8th.1911.

The Department of Indian Affairs,
Ottawa, Ontario.

Dear Sirs:

We would be pleased if you would kindly forward us a list of all the Indian Schools and Hospitals in the Province of Alberta, advising us the name of the Principal or the Matron in charge in each case.

Awaiting the favor of an early reply,

We are,

Yours very truly,

STANLEY ROCK LIMITED.

BY:

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A L B E R T A

INDIAN RESIDENTIAL SCHOOLS.

School.	Principal.	P. O. Address.
Blood	Rev. E. Ruaux, O.M.I.	Cardston, Box 88,
Blue Quills	Rev. Jos. Angin, O.M.I.	Sacred Heart,
Crowfoot	Rev. J. Riou , O.M.I.	Cluny,
Edmonton	Rev. F. J. Woodsworth	Edmonton,
Ermineskin's	Rev. P. P. Moulin, O.M.I.	Hobbema,
Holy Angels	Sister M.L.Champoux	Fort Chipewyan,
Morley	Rev. E. J. Staley	Morley,
Old Sun's	Rev. J. W. House	Gleichen,
St. Albert	Sister Proulx	St. Albert,
St. Bernard	Rev. Y. M. Floch,O.M.I.	Grouard,
St. Bruno	Rev. C. Falher, O.M.I.	Joussard,
St. Cyprian	Rev. W. Barlow	Brocket,
St. Paul's	Rev. Canon Middleton	Cardston,
Sacred Heart	Rev. J. L. Levern,O.M.I.	Brocket,
Sturgeon Lake	Rev. C. Batie, O.M.I.	Calais,
Vermilion	Rev. J. H. Habay, O.M.I.	Fort Vermilion
Wabasca, R.C.	Rev. F. A. Rault,O.M.I.	Desmarais
" , C.E.	Rev. S. Richardson	Wabasca
Whitefish Lake	Rev. C.D. White	Atikameg.

INDIAN DAY SCHOOLS.

Sarcee	Rev.F.M.R. Gibney	Calgary.

INDIAN HOSPITALS.

Blackfoot	Dr. Evelyn Windsor,Supt.	Gleichen,
Blood	Dr. J. K. Mulloy,Supt.	Cardston
Peigan	Dr. J.J. Gillespie,Supt.	Pincher Creek
Sarcee	Dr. T.F. Murray,Supt.	Calgary.

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CANADA

Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 3)
School Files

1-1-1.

Ottawa, May 16, 1931.

Gentlemen:

Replying to your letter of the 8th instant, I enclose herewith a list of the Indian schools and hospitals in the Province of Alberta, giving the names of the principals of the residential schools, the teacher of the day school and the superintendents of the hospitals.

Your obedient servant,

Russell T. Ferrier

Russell T. Ferrier,
Supt. of Indian Education.

ENC.

Stanley Brook Limited,
325, 10th Avenue West,
Calgary, Alta.

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1-1-1

House of Commons
Canada

Ottawa, [illegible], 1911.

SCHOOL BRANCH

Dr. Duncan C. Scott,
Deputy Superintendent General
of Indian Affairs,
Ottawa, Ont.

My dear Sir:

I am enclosing you herewith a letter received from Mother Francis, the perusal of which will explain itself. I shall be very obliged if you will be good enough to let Mother Francis have the material asked for in the enclosed letter.

Thanking you in anticipation.

Yours truly,

[signature]

P. S. Enclosure, [illegible]

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Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 3)
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June 19, 1931.

Dear Mr. Lennox:

I have your letter of the 16th instant, with reference to the request of Brother Francis, of St. Joseph's College, Edmonton, Alta. I may say that he has been in correspondence with Mr. Ferrier, Superintendent of Indian Education, who sent him reports and several printed articles, in addition to a long letter, on the 4th ultimo. I believe there is nothing that I can add.

I note that Brother Francis may be in the East this summer. It would be distinctly to his advantage if he would visit the Department and have interviews with me and with Mr. Ferrier. I am returning his letter to you.

Yours very truly,

Encl.

Duncan C. Scott

T. H. Lennox, Esq., M. P.,
House of Commons,
O t t a w a.

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/ — —/

Missionnaires Oblats de Marie Immaculée

Administation Provinciale

9916 - 110eme rue

Edmonton -:- Alberta

June 17th 1931

Mr Russell Ferrier
Supt.of Indian Education
Ottawa,Ont.

Dear Mr.Ferrier,

A few weeks ago I sent to our Head-Quarters in Rome a report on Our Indian Missions.

In that report I asserted that,far from decreasing in number and being threatened to disappear in a short period of time,the Indians of Western Canada have practically passed the critical period of initiation to our civilised life,and are about to become a healthy and industrious people.At least this is my conviction in those parts where you have established for their children your splendid modern Residential Schools and where on the Reserves you have been able,through your Agents,to teach the Indians the laws of hygiene.

I heard that these utterances caused some astonishment in the scientific world abroad.To a certainty I had never thought that my humble opinion on the matter would be given such credit.I would be glad to know what you think yourself on the question,and I hope I am not taking too much of your time in asking you to give a little consideration to the suoject and answer me at your convenience.

Yours truly,

A. Langlois O. M. I.
Provincial

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Indian Affairs. (MG 10, Volume 6001, File 1-1-1, part 3)
School Files

1-1-1.

Ottawa, July 7, 1931.

Dear Father Langlois:

I have your letter of the 17th ultimo, with reference to the population of Indians in western Canada and the hope for their future. Generally speaking, the rapid decline in Indian population in Canada as a whole ended about 100 years ago. It is estimated that there were approximately 115,000 Indians in Canada in 1830. There was a slow decrease until the beginning of the 20th century, when the population was known to be roughly 105,000. During the past 30 years, the number of Indians has slightly increased. The best figures available at present are 108,000. In a few months, the results of the decennial census will be known and a very accurate figure can be given.

With particular reference to the Indians of western Canada, concerning whom your comments have occasioned surprise, for your information I compare the figures of 1912 and 1929.

	1912	1929
Manitoba -	10,375 -	12,263
Saskatchewan -	9,545 -	10,784
Alberta -	8,113 -	9,846
Northwest Territories -	5,262 -	4,615
British Columbia -	24,781 -	25,107
	58,074	62,615

These figures show that the Indians of the West have, to some degree, won an immunity from the white man's diseases that at first contact created such havoc. So, there is certainly considerable truth to your remarks.

As far as industry is concerned, there is no doubt that great strides have been made in the last 80 years in western Canada.

Yours very truly,

Russell T. Ferrier,
Supt. of Indian Education.

Very Rev. U. Langlois, O.M.I.,
Oblate Fathers' Prov. House,
9916 - 110th St.,
Edmonton, Alta.

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The Robert Simpson Eastern Limited

1-1-1

ADDRESS ALL COMMUNICATIONS TO THE COMPANY
IN REPLY PLEASE REFER TO

Toronto, Ontario,
July 7, 1951.

[illegible]

Dear Sir;-

[illegible]

Thanking you in great favour if you [illegible] at your earliest [illegible].

Yours truly,

[signature]

(Miss [illegible])

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1-1-1.

Ottawa, July 10, 1931.

Dear Sir:

I have your letter of the 7th instant, and, in reply, I am enclosing a list of Indian Residential Schools with post office addresses and number of students in each case. As far as the number of staff is concerned, as a general rule, for a pupilage of from 50 to 60, there are 7 members: the average sized school is about 125 and they have 10 or 11 on the staff: the largest schools, i. e., those with 250 to 275 pupils, have from 20 to 25 officers.

Your obedient servant,

Russell T. Ferrier

Russell T. Ferrier,
Supt. of Indian Education.

Encl.

Main Johnson, Esq.,
Publicity Manager,
Robert Simpson Co., Ltd.,
Toronto, Ont.

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COPY

Ottawa, 21st August, 1924.

Memo. Mr. Ferrier,

With respect to the question as to whether the capital of a minor Indian can be used for his education, I have to say that a ward is entitled to be educated in accordance with his station and prospects in life and the interest of his capital can always be used by his guardian for such purpose. If the interest is not sufficient the guardian would have to get the consent of the court before he could make payment from the capital and such consent is invariably given. I think accordingly that the capital of a Indian minor could be used for his education with the consent of the Superintendent General.

(Sgd.) A. S. Williams.

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1-1-1

The National Council of Women of Canada

Honorary President
HER EXCELLENCY THE VISCOUNTESS WILLINGDON, G. B. E., C. I.

President
MRS. J. A. WILSON
178 Rideau Terrace
Ottawa, Ontario

Corresponding Secretary
MRS. H. H. ROWATT
204 Plaza Bldg.
Ottawa, Ontario

Recording Secretary
MRS. SYDNEY C. TWEED
4 Willow St.
Waterloo, Ontario

Treasurer
MRS. W. A. QUIBELL
93 Balmoral Ave.
Toronto, Ont.

July 22, 1931

Head Office
204 Plaza Bldg.
45 Rideau Street
Ottawa, Ontario

536 Ridout Street North,

London, Ontario.

[illegible]
Superintendent of Education,
Department of Indian Affairs,
Ottawa, Ontario.

My dear Mr. Perry:

Your [illegible] letter [illegible] me in connection with the life of the [illegible] Committee. [illegible] appreciate [illegible] letter [illegible] of the exhibit in the Educational Building at the Dominion Exhibition.

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Instructions Provided & chart

In your letter, number 1-1-1, of April 28, 1931, you said that you were going to co-operate and secure an exhibit of work from some of the Indian schools. Our Board for the ensuing year has the following objects. I am sure from the work schools that the material that you exhibit will be of great interest to those who see it, and I hope will arouse wide interest because of the many people from widely different sections of the country who attend the Exhibition.

The chart should be about two and a half feet wide by three feet long. One representing the work of the Indian schools could be very attractive because of the rich colouring that could be used on it.

I shall be here for the greater part of the vacation period up to the Exhibition time and shall be glad to cooperate with you concerning a sketch if you care to send one to me. Concerning the pictures, I have secured a sixteen m.m. cinema projector and could use a film taken of the Indian schools, or of Indian

The National Council of Women of Canada

Honorary President
HER EXCELLENCY THE VISCOUNTESS WILLINGDON, G. B. E., C. I.

President
MRS. J. A. WILSON
178 Rideau Terrace
Ottawa, Ontario

Corresponding Secretary
MRS. H. H. ROWATT
204 Plaza Bldg.
Ottawa, Ontario

Recording Secretary
MRS. SYDNEY C. TWEED
4 Willow St.
Waterloo, Ontario

Treasurer
MRS. W. A. QUIBELL
93 Balmoral Ave.
Toronto, Ont.

Head Office
204 Plaza Bldg.
45 Rideau Street
Ottawa, Ontario

pictures, or Indian work, very well. Colonel A. B. Shaw, who is quite interested in visual education, and who is cooperating with the members of Education for the public schools, is lending his projector to us for the period of the Exhibition and will himself operate the machine, so that you may know that a film would be properly taken care of. If you do not have a film I shall be glad to know in what form you have pictures and we shall be glad to use them.

We are quite pleased with the cooperation that we are receiving from the different departments of education and hope that we may do something to make the general public not only more interested in the form of education that is nearest to the individual, but in the extra-curricular education. I am hoping, too, to arouse some thought in the minds of our people concerning standardization. It has always been impossible and always will be impossible to standardize human beings as to ability and to interest, but the world needs the highest development and individual tendency and ability and we need more and more in Canada of development of the unusual since our country is not yet untouched as to its possibilities.

I thank you for the kind expression of your cooperation. I shall do all in my power to make whatever you should be used to the best advantage.

Yours very sincerely,

Ruby R. C. Shaw.

NATIONAL CONVENER OF EDUCATION
of the
NATIONAL COUNCIL OF WOMEN

Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 3)
School Files

PUBLIC ARCHIVES
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CANADA

Ottawa, August 18, 1931.

Dear Miss Mason:

I have your letter of the 22nd ultimo, with further reference to an Indian Education chart for the Educational Booth at the Canadian National Exhibition. I have arranged to have one made here in Ottawa. If you will let me have the address to which it should be sent in Toronto, it can be mailed by Monday or Tuesday, next. I regret there are no films that could be used, showing Indian educational work. I would be very glad if you would let me have the chart back after the Exhibition is over, as it could be used for other occasions.

I have also, ready for shipment, a leather folio of drawings of Indian pupils of Caughnawaga, Que. If this would be of any value at the Toronto Exhibition, please let me know and it, also, will be directed there.

Please do not overlook letting me have, by return mail, the proper address in Toronto.

Yours very truly,

Russell T. Ferrier

Russell T. Ferrier,
Supt. of Indian Education.

Miss Ruby E. C. Mason,
National Council of Women,
536 Ridout St. North,
London, Ont.

PUBLIC ARCHIVES
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1-1-1

The National Council of Women of Canada

Honorary President
HER EXCELLENCY THE COUNTESS OF BESSBOROUGH

President
MISS. M. WINNIFRED KYDD, M.A.
The Maxwelton
900 Sherbrooke St. W.
Montreal, P. Q.

Corresponding Secretary
MRS. H. H. ROWATT
204 Plaza Bldg.
Ottawa, Ontario

Recording Secretary
MRS. SYDNEY C. TWEED
4 Willow St.
Waterloo, Ontario

Treasurer
MRS. W. A. QUIBELL
Balmoral Ave.
Toronto, Ont.

Telephone
Rideau 1464

Head Office
204 Plaza Bldg
45 Rideau Street
Ottawa, Ontario

August 25, 1931.

536 Ridout Street North,

London, Ontario.

Mr. Russel T. Ferrier,
Superintendent of Indian Education,
Department of Indian Affairs,
Parliament Buildings,
Ottawa, Canada.

My dear Mr. Ferrier:

Your letter was awaiting me when I arrived home from Minnesota on Monday morning and I appreciate very much indeed the trouble you have taken to prepare the Indian Education Chart for us, and the fact that you are sending to us the leather folio of drawings by Indian pupils of Kaughnawaga.

I telephoned today the address in Toronto to which they should be sent and the person to whom I spoke said that he thought they were already gone. I am going down tomorrow night and shall take care of them and shall see to it personally that they are returned to you.

Again let me thank you, my dear Mr. Ferrier, for the trouble and interest you have taken.

Yours very sincerely,

Ruby K. C. Gibson.

NATIONAL CONVENER OF EDUCATION
of the
NATIONAL COUNCIL OF WOMEN

RM.MK.

PUBLIC ARCHIVES
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Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 3)
School Files

1-1-1

Saddle Lake., Alta.,
August 12, 1931.

Sir,-

I beg to enclose hrewith, copy of memorandum of resolutions covering matters discussed by the Indians at their meeting which was held on this reserve July 15th to 17th. The enclosed copy was handed to me by the Chief and councillors of the Saddle Lake rese ve with the request that I transmit same to the Department.

I might mention that there werefour missionaries present at the meeting, namely, Rev. W. Cantlon of Hobbema, Rev. E. R. Steinhauer, Rev. H.B. Steinhauer, both of Saddle Lake, and Rev. W.H. Day of Goodfish Lake, Alta., the latter being present for a short time only . I made a short visit to the camp and spent from one to one and one half hours at the meeting each day but considering it advisable, I took no part in any subject discussed while I was present.

Your obedient servant,

W. E. Gullion,
Indian Agent.

---

x x x

No-1.

Whereas, the present Indian educational system is found unsatisfactory to the majority of the Indians from the various reserves in the three western provinces, and whereas; the majority of the Indian parents object to sending their younger children away from home until they have reached the age of fourteen years, and whereas; it is considered that more satisfactory results would be obtained if the younger children were first permitted to attend schools on their reserves; Therefore be it resolved and it is hereby resolved, that we the Chiefs, Councillors and members in council assembled at this convention of our League of Indians of Canada, petition and request the Dominion Governemtn as represented by our Department of Indian Affairs, that schools be established and operated on the following Indian reserves:-

Alberta:		Saskatchewan:	
Saddle Lake Reserve....	2	Poundmakers Reserve.....	1
Whitefish Lake Reserve.	1	Meadow Lake.. "	1
Sampsons Reserve.....	1	Cold Lake. "	1
Louis Bull's Reserve...	1	Thunderchilds "	1
Montana Reserve.....	1		
Heart Lake Reserve....	1		
at Duffield,Wabamun Res...	1		
Beaver Lake Reserve....	1		

It is understood that in making this petition no criticism is being directed at theIndustrial and Boarding Schools now being operated by the Department, the request being made solely for the resasons as above set forth.

x x x

Present at the convention; 24 chiefs and councillors representing 13 reserves in the Province of Alberta; 22 chiefs and councillors representing 13 reserves in the Province of Saskatchewan. Total number of Indians, including chiefs and councillors, present, 1344, members of the various reserves.

PUBLIC ARCHIVES
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Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 3)
School Files

1-1-1

Saddle Lake , Alta.,
Aug. 18, 1924.

Sir,-

I beg to enclose herewith, copy of memorandum of resolutions covering matters discussed by the Indians at their meeting which was held on this reserve July 15th to 17th. The enclosed copy was handed to me by the Chief and Councillors of the Saddle Lake reserve with the request that I transmit same to the Department.

I might mention that there were four missionaries present at the meeting, namely, Rev. W. Cantlon of Hobbema, Rev. E.R. Steinhauer, Rev. H.B. Steinhauer, both of Saddle Lake and Rev. W.H. Kay of Goodfish Lake, Alta., the latter being present for a short time only. I made a short visit to the camp and spent from one to ~~xx~~ one and one half hours at the meeting each day but considering it advisable, I took no part in any subject discussed while I was present.

Your obedient servant,

W. M. Cantlon,
Indian Agent.

---

x x x

No-15.

Owing to unsatisfactory results obtained in a good many instances even after a child had attended a Boarding or Industrial school for a number of years, and in view of the fact that pupils appear to make slow progress it is the opinion of the Council that there must be some cause and it is resolved that the Department be requested to take steps to look into the matter with a view to correcting any such cause and to make any necessary changes whereby the educational facilities may be improved and more satisfactory results obtained.

x x x

Present at the convention; 86 chiefs and councillors representing 15 reserves in the Province of Alberta, 88 chiefs and councillors representing 15 reserves in the Province of Saskatchewan. Total number of Indians, including chiefs and councillors, present, 1344, members of the various reserves.

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Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 3)
School Files

STATEMENT SHOWING ENROLMENT AND AVERAGE ATTENDANCE OF INDIAN CHILDREN AT DAY SCHOOLS IN THE EDMONTON, HOBBEMA AND SADDLE LAKE AGENCIES, IN THE PROVINCE OF ALBERTA, FOR THE FISCAL YEARS 1918-19-20-21-22-23 AND 24.

- - - - -

Fiscal Year	Schools	Enrol.	Ave.
1918-19	Paul's	20	2
	Samson's	42	20
	Goodfish Lake	22	11
	Saddle Lake	20	10
1919-20	Paul's	23	2
	Samson's	45	17
	Goodfish Lake	20	9
	Saddle Lake	40	20
1920-21	Paul's	24	1
	Samson's	36	11
	Goodfish Lake	40	19
	Saddle Lake	4	19
1921-22	Paul's	17	1
	Louis Bull	22	14
	Samson's	38	13
	Goodfish Lake	40	14
	Saddle Lake	27	14
1922-23	Louis Bull	22	6
	Samson's	32	11
	Goodfish Lake	25	9
	Saddle Lake	22	9
1923-24	Louis Bull	21	7
	Samson's	36	11
	Goodfish Lake	26	9
	Saddle Lake	22	9

Statement as appeared from Treaties Office by Rev. Wm Dow - Goodfish Lake Alta

1 2 p

3/9/31

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Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 3)
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1 1[illegible] 9th Ave. W.,
[illegible], Alberta.
[illegible] 22, [illegible].

[illegible]t may [illegible] may,
[illegible]ple, Alberta.

[illegible]ear Sirs:

[illegible]ould you [illegible] any [illegible] ...
[illegible] information r[illegible] the [illegible]
of Alberta.

[illegible]n you tell [illegible] ... [illegible]
for [illegible]ndian School [illegible]?

[illegible] trust you will [illegible] ... [illegible]
[illegible] to this matter, and [illegible] not see to [illegible]
any particulars regar[illegible] Indian [illegible] ...

Yours truly,

Noel Stewart

PUBLIC ARCHIVES
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Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 3)
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1-1-1

Morley, Alberta,
23rd October, 1951.

Dear Sir :

Replying to your letter of the 22nd. Inst., requesting information regarding Indian Education, I beg to state that I have referred your enquiry to Mr. Russell T. Ferrier, Superintendent of Indian Education, Department of Indian Affairs, Ottawa, from whom, no doubt, you will receive a communication in due course.

Yours truly,

Indian Agent.

Noel Stewart, Esq.,
1018 9th Ave. W.
Calgary, Alta.

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Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 3)
School Files

Ottawa, October 28, 1931.

Sir:

Mr. Indian Agent Hinton has forwarded to me your letter of the 22nd instant, in which you ask for information concerning Indian education in Alberta. I shall be glad to give you any help you require in this connection. The only definite question in your letter is concerning the employment of teachers in Indian schools in the province. All Indian schools in Alberta are residential or boarding in character and all are managed by one or other of the churches that are associated with the Department in this work. If you are interested in securing employment and will let me know to what church you belong, I shall be glad to give you the name of the officer to whom you should write.

Your obedient servant,

Russell T. Ferrier,
Supt. of Indian Education.

Noel Stewart, Esq.,
1018 Ninth Ave. W.,
Calgary, Alta.

Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 3)
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For Annual Report 1931

EDUCATION.

The educational work of the Department is increasingly important. There were in operation during the year 80 residential and 272 day schools: or 2 more residential schools than the previous year, and the same number of day schools. The enrolment increased from 15,743 to 16,415, and the average attendance, which is the important figure, from 11,579 to 12,231, an increase in one year of 5.63%. Further, pupils were more regular in attendance during 1930-31, the figure being 74.51% of the enrolment as compared with 73.55% for the previous year.

It may be of interest to briefly review the progress in Indian education during the past 50 years. The following table, with percentage increases for each decennial period, indicates the increasing importance of the work and shows that a very satisfactory step forward has been taken during the past 10 years.

Year	Number of Schools	Enrolment	Average Attendance	Percentage of Attendance	Decennial Attendance Increase
1861	114	4,126	2,088	50.60	-
1891	268	7,554	4,194	55.52	100.86%
1901	290	9,575	6,117	63.88	45.85%
1911	324	11,190	6,763	60.44	10.56%
1921	326	12,558	8,074	64.29	19.38%
1931	352	16,415	12,231	74.51	51.48%

Particularly gratifying is the improvement in the attendance regularity during the past decade. From 64.29% to 74.51% shows a remarkable awakening on the part of Indian communities and parents. In 1920, compulsory education of Indian children was provided by statute, and the Act is enforced, particularly when supported by the opinion of the most progressive Indians on a reserve. However, the main reason for improvement in attendance at Indian schools is a growing conviction on the part of our wards that their children must be better fitted for the future. Fewer and fewer natives are finding it possible to live by the chase and they are turning towards education to prepare themselves for encroaching civilization.

Those somewhat familiar with the educational work of the Department and the Churches may argue that the rapid increase in residential school attendance, which is naturally quite regular, is largely responsible for this improvement. It should be stated that

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the residential school percentages of attendance have always been good and that practically the entire credit is with the pupils of day schools, who come so largely under the influence of their parents. The following tables show the residential and day schools separately for the past 40 years. Earlier figures, distinguishing between the two types of school, are not available and are not so valuable for purposes of comparison, as the work was hardly well established. As far as the residential schools are concerned, the figures for 1901 are really the first that should be considered. It will be noted that the percentage of attendance at residential schools has been quite constant for 30 years and that the improvement lies entirely with the day schools. In fact, for the past 10 years, the percentage of attendance for day schools has increased from 50.56 to 61.90 - a greater improvement than that of all schools taken together.

	Year	Number of Schools	Enrolment	Average Attendance	Percentage of Attendance	Decennial Attendance Increase
Residential Schools	1891	37	1,352	1,082	80.03	-
	1901	44	3,455	3,095	89.58	186.04%
	1911	75	3,842	3,382	88.02	9.27%
	1921	73	4,785	4,145	86.62	22.50%
	1951	80	7,831	6,917	88.33	66.95%
Day Schools	1891	231	6,202	3,112	50.18	-
	1901	226	6,121	3,022	49.37	— 2.89%
	1911	251	7,348	3,381	46.01	11.88%
	1921	253	7,775	3,951	50.56	16.86%
	1951	272	8,584	5,314	61.90	35 18%

The percentage of attendance at rural and village day schools in Canada is approximately 69. At Indian day schools, the figure is nearly 62, which, while encouraging, leaves much room for improvement. However, it should be remembered that the Department's wards are among the most nomadic of Canadians.

It may be of interest to analyze the attendance to show the figures for those provinces where there are

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a sufficient number of day schools to permit comparison. Residential schools are not included in this table. The figures show the gain in average attendance during the past 10 years and the increase in percentage of attendance or regularity for the same period. In the provinces not mentioned, there are only two or three day schools and comparisons would not be of value.

Day School Attendance during past 10 years.

	Attendance Increase	Regularity Increase
Nova Scotia	37%	12.97%
New Brunswick	46%	15.00%
Quebec	33%	9.81%
Ontario	38%	15.89%
Manitoba	51%	14.22%
Saskatchewan	39%	9.21%
British Columbia	22%	2.75%

During the year, there was a change made in the compulsory education clause in the Indian Act. It is now possible to compel the attendance of every physically fit Indian child between the full ages of 7 and 16 years, and, in very special cases, the Superintendent General may direct that a pupil be kept in school until he has reached the full age of 18 years. ~~Of course~~, the usual practice at Indian residential schools is to encourage pupils to remain until they are 17 or 18.

In Part II of this report will be found tabular statements, showing the location, naming those in charge and indicating the enrolment and attendance at all Indian schools. Day schools on reserves, where our wards are permanently settled, quite properly are becoming increasingly important. Special efforts have been made during the year to increase the efficiency at those day schools where there is a large average attendance. Better qualified teachers are being engaged and modern texts and other instruments of instruction are being placed in their hands.

Generally speaking, residential schools enjoyed a particularly successful year. At these institutions, emphasis is placed on vocational training, religious instruction and the care of health. The various churches, as shown hereunder, cooperate

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with the Department in the residential school activity, to the advantage of all concerned.

Roman Catholic	-	44	residential Schools
Church of England	-	21	" "
United Church	-	13	" "
Presbyterian Church	-	2	" "
Total	-	80	" "

Indian schools follow the provincial curricula, but special emphasis is placed on language, reading, domestic science, manual training and agriculture. Frequent inspections are made by officers of the Department. in addition, public and separate school inspectors visit all classrooms, except in the provinces of New Brunswick and British Columbia, where there are special Indian School Inspectors.

During the year, new main buildings were completed at four residential schools - Brandon, Man. (Brandon); Punnichy, Sask. (Gordon's); Gleichen, Alta. (Old Sun's); and Crouard, Alta. (St. Bruno's). The buildings at the Birtle Indian Residential School in Manitoba; the Muscowequan Indian Residential School in Saskatchewan and the Blue Quills Indian Residential School in Alberta had outlived their usefulness, and reconstruction was commenced during the year. There was also started a new main building at the Beauval Indian Residential School in Saskatchewan, which had been destroyed by fire in 1927. A grant was given to the church authorities towards the cost of important improvements at the Albany Indian Residential School, on James Bay, and the Providence Indian Residential School, in the North West Territories. Minor improvements were undertaken at several other residential schools and new classrooms were erected at a few day schools, where the work was well established.

The practice of assisting the most promising and industrious graduates of Indian schools was continued. Approximately 260 young Indian men and women were helped to continue their studies or to establish homes. Except in those Indian communities where successful farming is found, the school graduate presents a problem which is very difficult of solution. The Department and the churches interested are trying new schemes and searching for better methods of helping the young people to establish themselves.

The expenditure for Indian education for the fiscal year ended March 31, 1931, amounting to

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$2,754,395.47, is analysed in the following table. In addition to this amount, there was expended for educational purposes from a special appropriation for British Columbia Indians the sum of $14,527.03. This last amount was used for technical training at B. C. Indian schools and in assisting promising graduates to continue their studies.

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INDIAN EDUCATION VOTE

EXPENDITURE FOR YEAR 1930-31.

	Day Schools	Residential Schools	Stationery	Tuition & Assistance to Ex-Pupils	Miscellaneous	T O T A L
Nova Scotia	13,356.21	46,281.96	1,702.21	1,841.12	8.56	63,190.06
Prince Edward Island	1,069.32		79.80	106.00		1,255.12
New Brunswick	18,268.51		1,073.80	423.28	927.92	20,693.51
Quebec	73,119.51		2,119.04	4,581.08	46.80	79,866.43
Ontario	138,689.57	300,604.46	12,428.92	23,985.60	3,650.03	479,358.58
Manitoba	66,961.87	405,813.11	6,753.13	139.35	6,437.67	486,105.13
Saskatchewan	42,600.81	527,800.25	6,601.28	2,625.30	2,456.00	582,083.64
Alberta	3,219.27	509,681.13	6,304.41	587.53	491.95	520,284.29
Northwest Territories	3,497.00	19,376.94	798.33	75.00	9.79	23,757.06
British Columbia	61,497.18	373,597.14	10,161.42	336.92	1,080.00	446,672.66
Yukon	2,982.00	48,048.67	80.14		18.18	51,128.99
	425,261.25	2,231,203.66	48,102.48	34,[illegible].18	15,126.90	2,754,395.47

Item 33 INDIAN WORK.-

(a Resolutions passed at Conference of Indian Missionaries and Leaders held at Norway House in July last, - referred to the Executive by the Sub-Executives:

(i Whereas, feeling the urgent need of following up the work of the industrial and residential schools and keeping in touch with the graduates and other Indians employed off the reserve,

Item 33 (a cont'd Resolutions passed at Conference of Indian Missionaries and Leaders -

(i) contd. Be it resolved that we recommend the appointment of a placement officer for Manitoba who would have the oversight of all such young people, placing them in suitable homes, finding them proper employment, and having a general kindly supervision of their advancement.

Be it further resolved that we ask the Board of Home Missions to make a strong representation to the Department of Indian Affairs urging the appointment of such an officer as soon as possible.

(ii That in the opinion of this Convention of Indian Workers assembled at Norway House, July 1st to 5th, the experiment has proved a success in its value to the Workers both new and old, and also to the Indian people.....

We would therefore request the Board of Home Missions that, if possible, a similar conference be arranged for another year.

(iii Whereas it is the consensus of opinion of this Conference of Workers among Indians that, after reviewing the results of missionary work and educational work of both the Church and the Department of Indian Affairs, we are convinced that the Indian under present conditions and in his present environment has no adequate opportunity of carrying into practice the training and teaching he has already received;

Now, therefore, we the missionaries assembled feel that the time has fully arrived for the making of a stronger effort by the Church to improve the economic condition of the Indians in order that a progressive movement might be instituted among them by which they might be more quickly prepared for self-support, leading to Canadian citizenship.

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17

(C O P Y) DM.

Flandreau Indian School,
Flandreau, South Dakota,

November, 1931.

Department of the Interior,
Ottawa, Canada.

Sirs:

Please send us catalogues, price lists or other information as to any machines or materials that you may have that would be suitable in the organization of a department of visual education at this school.

This would include machines to show films, slides or views and any material such as films, slides, views, pictures, charts, graphs and the like which may be used in such a program whether it be for sale, rent, loan or free distribution.

This school has enrolled approximately 500 Indian students in Junior and Senior High School work. This type of work has not been undertaken previous to this.

Very truly yours,

BYRON J. BROHHY

Superintendent.

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PLEASE ADDRESS ALL COMMUNICATIONS TO THE DIRECTOR

REFER TO FILE

DEPARTMENT OF THE INTERIOR
CANADA

NATIONAL DEVELOPMENT BUREAU
OTTAWA

DEVELOPMENT **GEOGRAPHY** **TRAVEL**

10th November, 1931.

Dear Mr. Ferrier:

I am sending you herewith a copy of a mimeographed circular from Mr. Byron J. Brophy, Superintendent, Flandreau Indian School, Flandreau, South Dakota, U.S.A., which is self-explanatory.

Encl.

We have advised Mr. Brophy regarding our lantern slide lecture service and that a copy of his letter is being referred to your Branch for such information or suggestions you may be in a position to give.

Yours very truly,

F.C.C. Lynch,
Director.

R. T. Ferrier, Esq.,
Superintendent,
Indian Education,
Department of Indian Affairs,
OTTAWA.

Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 3)
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PUBLIC ARCHIVES
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17

Ottawa, November 12, 1931.

Sir:

The Director of the National Development Bureau, Department of the Interior, has forwarded to this Department a copy of your letter of recent date, requesting to be supplied with catalogues, price lists or other information as to any machines or materials that would be suitable in the organization of a department of visual education at the Flandreau Indian School under your superintendency. I regret that we have no material that would assist you in this connection.

Your obedient servant,

Russell T. Ferrier,
Supt. of Indian Education.

Byron J. Brophy, Esq.,
Superintendent,
Flandreau Indian School,
Flandreau, South Dakota,
U. S. A.

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2112 Washington Street
Amarillo, Texas
November 23, 1931.

Department of the Interior,
Ottawa, Canada.

Immigration Division.
NOV 28 1931
D.I.A.E.

Dear Sir:-

The Progessive Teacher's magazine of New York has asked me to write up for them the Canadian Government's work pertaining to the education of its Indian children in the North-west Territories.

Would be obliged to you for any documention you have to offer on this subject. Photographs would also be appreciated.

Respectfully yours,

Arthur E Ivsans

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Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 3)
School Files

Ottawa, December 5, 1931.

Sir:

Your letter of the 23rd ultimo, requesting information regarding the education of Indian children in the Northwest Territories, has been transferred by the Department of Interior to this Department for reply.

I am forwarding to you, under separate cover, a copy of the last annual report of this Department. If you will refer to Part 2, Page 61, you will see the day schools. Page 65 gives a list of residential schools, together with the enrolment, etc., of Indian children. The Anglican and Roman Catholic Churches are associated with this Department in the management of these schools. The buildings were erected by the Church authorities - this Department only providing a per capita grant towards the expenses of carrying on the work. I regret that we have no documents or photographs with reference to these schools.

The Church authorities take an active interest in the education of the Indian children in the Northwest Territories and see that all children of school age, and in good health, attend one or other of the schools conducted under their auspices. Care is taken to see that children of Catholic parentage are placed in Catholic schools and children of Anglican parentage in schools conducted under the auspices of the Anglican Church.

Your obedient servant,

Russell T. Ferrier

Russell T. Ferrier,
Supt. of Indian Education.

Arthur Ehrsans, Esq.,
2112 Washington St.,
Amarillo, Texas,
U.S.A.

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1-1-1

[redacted]

December 14, 1931.

Dear Mrs. MacKerrell:

I have your letter of the 11th instant, with reference to material for your coming address on Indian work. The best printed matter in this connection is contained in the 1927 report of the Department. I should first direct your attention to the general article, "The Canadian Indian after 60 years of Confederation", on page 7. In your remarks, you will likely be giving special prominence to education, and you might glance at the writing concerning the early efforts, which appears on page 13.

I am also enclosing our latest report - that of 1930 - and wish to refer you to the literary matter from pages 7 to 14 and 43 to 58. These pages give a recapitulation of the Department's work. You will be interested in certain of the tabular statements, and I wish to refer you, particularly to the expenditure as shown on page 92. The expenditure from Parliamentary Appropriation for the fiscal year ended March 31, 1930, was $5,351,853.56. In addition, there was an expenditure of $119.416 for annuities to Indians. This last amount was provided by statute and is taken from the Consolidated Revenue of Canada, the same as the amounts appropriated by

- Parliament.

Mrs. D. T. L. MacKerrell,
Women's Missionary Society,
Presbyterian Church,
19 Lawe St.,
Toronto 9, Ont.

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Parliament. In addition, it cost $197,800.11 to maintain the headquarters staff at Ottawa for the year.

On page 76 will be found the school statement, showing the cooperation of the churches, and on page 55, a recapitulation of the census of Indians, showing their religions.

If there are any special questions that come to your mind when you are preparing your address, you might let me have a further letter, to which I will give prompt reply.

Yours very truly,

[redacted]

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1-1-1

Bruce Mines. Ont
Dec. 13 1931

Sir
Dept of Indian Affairs.
Parliament Bldgs.
Ottawa Ont.

Dear Sir,

As I am to give two addresses in the near future on "Indian Education in Canada" and "What Canada is doing for Indian Progress", I would very much appreciate having any literature or data that bears on the subject, that the Indian Department can supply.

If there is a charge for this literature I would be very glad if you would let me know the amount.

Would you please let me have any literature available as soon as possible?

Thanking you I am,

Yours truly,
Emma J. Fleming.

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1-1-1

Ottawa, December 15th, 1931.

Madam,-

I have your letter of the 13th instant and in reply I beg to say that a copy of the last annual report of the Department is being sent you under separate cover. Regarding Indian education, I would refer you to pages 13-14, Part I, and pages 76-89, Part II. In other portions of the report, you may be able to obtain information regarding the progress made by the Indians in farming and the work the Department is carrying on in connection with health supervision.

I regret that we have no other literature on the subject of your proposed addresses available for distribution.

Your obedient servant,

Russell T. Ferrier.
Supt. of Indian Education.

Miss Anna J. Fleming,
Bruce Mines,
Ont.

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1-1-1

Notre Dame Convent,
Waterdown, Ontario.
Dec. 18th, 1951.

Mr. R.T. Ferrier, Superintendent of Indian Education,
Department of Indian Affairs,
Ottawa, Canada.

Dear Sir:

We are making a survey of Schools in Canada, and to have our work complete we are seeking for information on Indian Schools.

The Bureau of Statistics at Ottawa has referred us to your Department for assistance. Will you kindly furnish us with a copy of your Annual Report? Any further literature on the question will also be greatly appreciated.

Thanking you , we are,

Truly yours,

Sisters of Notre Dame,

per

Sister M. Catherine

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Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 3)
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1-1-1

Ottawa, December 28, 1931.

Madam:

I have your letter of the 15th instant, and in reply have to inform you that a copy of the last Annual Report of this Department is being sent you under separate cover. Pages 13-15, Part 1, and Pages 76-89, Part 2, contain information regarding Indian schools in Canada. I regret we have no other literature available for distribution with reference to Indian schools.

Your obedient servant,

Russell T. Ferrier

Russell T. Ferrier,
Supt. of Indian Education.

Rev. Sister M. Antoinette,
Notre Dame Convent,
Waterdown, Ont.

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11

Museum

CULTIVATING INDIAN IDEAS

There is a growing desire in the United States Indian department to follow the trend of the native mind in various essentials. It is being better realized that more latitude in the red man's home and economic life gives a better cultural showing, than to force upon him the white man's ways.

This has long been the Canadian point of view. Our Indian guardians have consistently followed the course of preserving the native atmosphere on the various Indian reserves, while useful educational instruction has not deprived our Indians of certain individual and traditional tendencies of value.

Indian boarding schools across the line are being replaced by day schools, as a matter of conservation of native craft and artisanship of value. Boarding schools are being restricted to Indian pupils of more advanced age. There is a distinct attempt to revive a knowledge of native arts and crafts—a drawing card in all of the schools. Native teachers are being encouraged.

This recognition of the Indian point of view arises out of the efforts of many devoted white men and women, who have been able to see the "other side" of so-called "Indian problems."

See also my schools / re 11 report

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EXTRACTS AND NOTES FROM UNITED STATES COMMISSIONER OF INDIAN AFFAIRS REPORT FOR THE YEAR ENDED JUNE 30, 1931.

"The purpose of education for any indigenous peoples at the present day is to help these peoples, both as groups and as individuals, to adjust themselves to modern life, protecting and preserving as much of their own way of living as possible and capitalizing their economic and cultural resources for their own benefit and their contribution to modern civilization". The effort should begin with the Indian people in their own environment or in some comparable environment, in which they can develop their own resources. . . . The Indian educational problem is to work over from a more or less conventional institution conception of education to one that is local and individual. Boarding schools should be for special purposes, at least partly vocational.

Utilize Indian arts and crafts wherever these exist or can be revived. Grasp opportunities to put Indian children into local public schools rather than into government boarding schools.

In the United States, they have appointed visiting teachers, who are really field matrons, for the purpose of coordinating home and school. (R. T. F.'s note - This language"Visiting teacher" suggests another type of employee, one who has been really successful and who has a broad viewpoint should be employed to supplement the work of the public and separate school inspectors. Such a worker would really be a junior Inspector of Indian Schools). In the States, State curricula are suggested for the Indian service as guides but are not slavishly followed.

'It is estimated that the same sum of money that is required for 100 children of elementary school age in a boarding school will provide an adequate educational programme, including necessary food, clothing and follow-up service, for at least half as many more if expended in the local community - and with better ultimate results. . . . . It is both better economy and better education to leave the children in their own homes. . . . That the Indians themselves should be consulted regarding these and other plans for education of their children is axiomatic. We welcome signs of initiative on the part of Indians to work themselves free from dependence and take an interest in their own educational affairs."

In the United States, they are substituting the lure of good facilities, good personnel and need of education for the dragging-in method of enrolment.

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Ottawa, February 15, 1932.

Dear Brother Francis:

I wish to refer to my letter of May 4th, last, and to my request that you return the set of short articles in "Natural Resources". This is the only set I had and I am very desirous of having them again.

Thanking you in advance,

Yours very truly,

Russell T. Ferrier,
Supt. of Indian Education.

Rev. Brother Francis,
University Catholic College,
Edmonton, Alta.

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11

Ottawa, March 17, 1932.

Dear Sir:

I have your letter of the 8th instant, with reference to courses in commercial education in any Indian schools of British Columbia. A smattering of commercial work is offered to the pupils of the Coqualeetza, St. George's and Alert Bay Indian Residential Schools. The first is under the management of the United Church and is situate at Sardis, the second and third are under the management of the Church of England: St. George's being situate at Lytton and Alert Bay at Alert Bay. The last two institutions are the only residential schools under the Church of England in the province. There are a few day schools where the Church of England is associated with the Department, but the course offered is very elementary.

Your obedient servant,

Russell T. Ferrier,
Supt. of Indian Education.

Daniel M. Stewart, Esq.,
Suite 6, 1002 Sixth Ave. West,
Calgary, Alta.

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March 18, 19[illegible].

ROUGH ESTIMATE OF CHILDREN OF SCHOOL AGE
OF HUNTING AND NO[illegible] BY INDIAN AGENCY AND
SCHOOL FACILITIES - BY AGENCIES. I[illegible]
C[illegible].

Lesser Slave Lake (incl. B.C. & N.W.T.)		325
Onion Lake	-	20
Babine	-	50
Fort Coola	-	25
Skeena	-	50
Stikine	-	125
Stuart Lake	-	225
Williams Lake	-	175
Clandonald (incl. Ontario)		160
Norway House	-	150
The Pas	-	50
Churchill	-	140
Kenora & Savanne (incl. Man.)		155
Resolution	-	50
Smith	-	10
Simpson	-	435
Charlean	-	25
Fort Frances	-	25
Fort William	-	125
Patricia	-	650
[illegible]	-	20
[illegible]	-	15
[illegible]	-	30
[illegible]	-	20
St. [illegible]	-	60
[illegible]	-	[illegible]
[illegible]	-	[illegible]
[illegible]	-	120
St. [illegible]	-	50
[illegible]	-	285
[illegible]	-	90
Total	-	3835

which is 16.4% of the
23,290 Indian chil[illegible] of school age.

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March 19, 1932.

Memorandum:

DR. SCOTT.

The latest census shows that there are 23,290 Indian children of school age. 16,400 are attending Indian schools and an additional 300 are being educated in white schools - a total of 16,700, or 71.7% of the total number of school age.

In the northern parts of Canada, there are approximately 5,835 Indian children of school age whose parents live by the chase, and schools for these would be very difficult to undertake, nor is it desirable that such children receive a white man's education at the present time. The present generation of these hunting and nomadic Indians of the North are better off if left alone. Their contact with whites is negligible.

Approximately 7% of the Indian children of school age, numbering about 1,630, have no school facilities. It is timely now to consider extending our programme to embrace these, although there is no particular pressure being brought to bear upon the Department from the Indians themselves or from any other sources. Approximately 2% of the Indian children of school age are delinquents. School facilities are available, but, for one reason or another, attendance has not been compelled in their case. This group is rapidly diminishing. The remainder, approximately 3%, are physically or mentally unfit for an education.

To recapitulate:-

71.7%	-	in school.
16.4%	-	school facilities not now desirable.
7%	-	additional school facilities should be considered.
2%	-	delinquents
3%	-	unfit.

Supt. of Indian Education.

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1-1-1

TORONTO GLOBE, March 15, 1932.

THE FIRST CANADIANS.

The impending resignation of Dr Duncan Campbell Scott from the Department of Indian Affairs at Ottawa will create a vacancy of the highest importance. The distinguished poet has filled a key position in the Department for more than half a century. To select a successor for such an outstanding State servant would be a matter of nation-wide concern at any time But it is of even more importance now. For it has become increasingly apparent in the past few years that Canada's whole relationship toward the Indians should be reviewed

It is quite probable that the retirement of Dr. Scott will expedite an opportunity for reorganizing the Department, and realigning the whole work of Indian welfare on a scale inexpedient at other times

The recent interviews and letters in The Globe from Mr John Butterfield, a responsible and respected prospector in Northern Ontario, have at last drawn attention to the gravity of the allegations of Canada's neglect of her Indian citizens For, if Mr. Butterfield's charges are true Indians are not only living in an appalling state of semi-famine They are not only suffering from the scourges of deadly diseases But they are in their present state of destitution and physical affliction because—to use a blunt term—they have been double-crossed by his Majesty's Government in the Dominion of Canada

If Mr Butterfield's charges are true the Indians are not getting the medical attention to which they are entitled, not only under the laws of common decency or humanity but under the very letter of the supposedly solemn treaties which they were induced to sign

If Mr Butterfield were but one observer making rather sensational charges the tendency might be to brush them aside as coming from but one layman, aroused by a mere local condition. But the fact is that Mr Butterfield's charges are but substantiations of reports made by no less a noted public servant than Captain Roy Maxwell, Chief of the Air Service of the Province of Ontario A few years ago Captain Maxwell had occasion to make an emergency flight into the Far North on a mission of mercy He brought back a story of sickness and distress tragic enough to stir the hardest hearts

The essential point is that the Indians surrendered properties of enormous value for certain considerations. Money payments—farcical in view of the subsequent value of the land—played their part. But the Canadian representatives of the King also promised the Indians certain services—medical attention and supplies

Are these treaties being honored? Or are they being flouted like nine-tenths of all other treaties have been flouted by white men in their dealings with North American Indians

Perhaps Tecumseh was right when he made those speeches as eloquent as any that ever came from the lips of Lincoln or Laurier. The great Indian chieftain convinced the confederacy which he bound together by sheer force of his own marvellous personality that the last hope of the American Indians lay in the word of honor of the English Throne Yet Tecumseh himself lived to pour scorn on the British General who failed to honor his own King's agreement with the Indian leader, and whose cowardice was partly responsible for Tecumseh's death.

The history of the century following Tecumseh's death is not such as to shed lustre on Canada's treatment of the Indian. Indian relations became the sole responsibility of the National Government under the pact of Confederation Yet Governments of all parties came and went, and the Department of Indian Affairs was regarded, by whatever party happened to be in power as just another necessary nuisance

If there is any censure to be levied as a result of this state of affairs, it should not be placed on the Departmental officials. If the true story could be told it would probably be found that the politicians, consciously or unconsciously, forgot the Indians as much as possible—because the Indians have no votes

The degeneration and decay of a great race is a tragic thing. Is it inevitable? How many Canadians know that the Indians, who are not supposed to be able to adapt themselves to modern civilization, make the best structural steel workers available—virtually monopolizing that hazardous occupation in some cities?

Canada's relations with the Indians afford a striking contrast with those between New Zealand and the Maoris. Perhaps the reason why New Zealand's record puts Canada to shame is because the Maori representatives have always been permitted to speak for their own people on the floor of Parliament

If the Bennett Government is willing to make a start toward atoning for a sorry chapter it might commence by having some small, competent body make a survey of actual conditions of Indian life in Canada

If Canadians as a whole could be given an authentic, clear picture of Indian life—after the manner of the Ross report on social welfare in Ontario—a real start might be made toward redressing Indian wrongs

A Canada-First Government should not be indifferent to the plight of the First Canadians.

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Ottawa, June 11, 1932.

Reverend Sir:

About a year ago, I sent to Rev. Brother Francis, who was studying at your institution, a set of short articles in "Natural Resources", a publication of the Department of the Interior. This was the only set I had, and, of course, I am very desirous of having them returned. I so informed Brother Francis at that time and I wrote him on February 15th, last, asking to have them returned. He has not even acknowledged my letter, which was addressed to University Catholic College.

The Department would be very grateful if you would see that Brother Francis returns this set of articles, and I thank you in advance for whatever action you can take to this end.

Your obedient servant,

Russell T. Ferrier,
Supt. of Indian Education.

The Reverend Superior,
University Catholic College,
Edmonton, Alta.

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UNIVERSITY CATHOLIC COLLEGE
EDMONTON, ALBERTA

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R. R. # 3 Truro
12th July 1932

Dept of Indian Affairs

Kindly send me any "blue books" or "pamphlets" of information regarding the Indian Schools (Day) & Residential Schools in Manitoba Sask. Alberta + B.C.. (For the Anglican + Presbyterian Churches. I mean under the auspices of those Churches)
Any information about the Indians. Thanks in Canada

gratefully rec'd

Addison.

(Mrs) Walter McLaughlin
R. R. # 3 Truro
Nova Scotia.

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1-1-1.

Ottawa, July 22, 1932.

Dear Madam:

I have your letter of the 12th instant, concerning Indian schools in Western Canada. There is but one residential school under the auspices of the Presbyterian Church - the one at Birtle, Man. The Church of England has several, as shown on Pages 57 to 59 of the 1931 Annual Report, a copy of which is enclosed. I may say that most of these Anglican Indian residential schools are managed by the Missionary Society of the Church of England in Canada. The Field Secretary is Rev. T. B. R. Westgate, D.D., 39-43, The Bible House, Alexander Ave., Winnipeg, Man.

As far as day schools are concerned, the Presbyterian Church has but one - the Mistawasis School, near Leask, Sask. I have marked the Annual Report on Pages 53, 54 and 55 to show the Anglican day schools.

The Department has no printed matter which shows the location of the various missions, but the day schools indicate where these Churches are interested in the evangelizing of the Indian people.

Your obedient servant,

Russell T. Ferrier

Russell T. Ferrier,
Supt. of Indian Education.

Mrs. Walter McLaughlin,
R.R. No. 3,
Truro, N.S.

ENC.

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(For Annual Report
1931-32)

E D U C A T I O N

During the past few years, there has been a very encouraging increase in the attendance of Indian children at the schools maintained by the Department. For the fiscal year 1931-32, there was an enrolment of over 17,000 and an average attendance of over 13,000. The percentage of attendance was 76.36, which is a record for the work. The following table shows the rapid increase in enrolment and attendance during the past 10 years:-

Fiscal Year	Residential Schools		Day Schools		Total		
	Enrolment	Average Attendance	Enrolment	Average Attendance	Enrolment	Average Attendance	Percentage of Attendance
1921-22	5,031	4,360	7,990	4,308	13,021	8,668	66.56
1922-23	5,347	4,695	8,376	4,411	13,723	9,106	66.35
1923-24	5,673	4,856	8,199	4,332	13,872	9,188	66.23
1924-25	6,031	5,278	8,191	4,601	14,222	9,879	69.46
1925-26	6,327	5,658	8,455	4,940	14,782	10,598	71.69
1926-27	6,641	5,881	8,069	4,660	14,710	10,541	71.66
1927-28	6,795	6,043	8,223	4,823	15,018	10,866	72.35
1928-29	7,075	6,282	8,272	4,976	15,347	11,258	73.35
1929-30	7,302	6,476	8,441	5,103	15,743	11,579	73.55
1930-31	7,831	6,917	8,584	5,314	16,415	12,231	74.51
1931-32	8,213	7,400	8,950	5,707	17,163	13,107	76.36

During the year, 80 residential schools and 270 day schools were in operation - a total of 350 centres of Indian educational activity. There were no changes in the residential schools during the year, but

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two day schools, where the attendance was poor, were closed. Although Parliament's Appropriation for Indian Education was materially reduced, the Department has been able to maintain its educational services in full. Of necessity, however, comparatively little was expended for new buildings and for the repair of existing physical equipment. During the year, new main buildings were completed at three residential schools:- Birtle, Man. (Birtle); Lestock, Sask. (Muscowequan); and St. Paul, Alta. (Blue Quills). Further, the Department assisted the church authorities with the reconstruction of main buildings at the following Indian residential schools:- Albany on James Bay, Ont., St. Bruno's, near Grouard, Alta., and Wabasca R. C., at Wabasca, Alta.

At Indian day schools, the Department is trying to make the work as attractive as possible and to correlate classroom exercises with reserve and Indian home activities. At the residential schools, vocational training continues to receive the proper emphasis. The managements of these institutions are giving every assistance to the Department with this programme. The cooperation of the churches in the management of these residential schools is as follows:-

Roman Catholic . . .	44	residential schools
Church of England . .	21	" "
United Church . . .	13	" "
Presbyterian Church .	2	" "
Total . . .	80	" "

At the present time, Indian schools adopt the provincial cirricula but place special emphasis on language, reading, domestic science, manual training and agriculture. It is hoped to prescribe, in the near future, a complete course of studies for Indian schools in Canada. In the junior grades, at least, there will be a departure from the provincial courses, which are not altogether suitable in either scope or content for Indian children. During the past few months, there have been published some exceptionally suitable readers and other texts. It is hoped to supply these to Indian schools.

All Indian schools are regularly inspected by officers of the Department. In addition, public and separate school inspectors visit all classrooms, except in the provinces of New Brunswick and British Columbia, where there are special Indian school inspectors. Fully qualified teachers are engaged whenever possible.

The health of Indian children studying in boarding schools continues to receive special attention.

- Good medical

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Good medical supervision has been arranged and much thought is given to physical education, proper diet and sanitation. During the year, extraordinary care was taken to prevent the loss of life by fire. In the schools where the hazard is serious, night watchmen are employed and at all schools fire drill is practised regularly.

The practice of assisting the most promising and industrious graduates of Indian schools was continued. Approximately 250 young Indian men and women were helped to continue their studies or to establish homes. Except in those Indian communities where successful farming is found, the school graduate presents a problem which is very difficult of solution. The department and the churches interested are trying new schemes and searching for better methods of helping the young people to establish themselves.

The expenditure for Indian education for the fiscal year ended March 31, 1932, amounting to $2,004,957.34, is analyzed in the following table. In addition to this amount, there was expended for educational purposes from a special appropriation for British Columbia Indians the sum of $14,636.12. This last amount was used for technical training at British Columbia Indian schools and in assisting promising graduates to continue their studies.

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914 - 3 Ave. South,
Lethbridge, Alberta,
Sept. 24, 1932.

The Secretary,

Dear Sir,

I should like very much to get charts or maps showing the situation of the Indian reserves in relation to the surrounding country.

Any assistance you can give me in this connection will be very much appreciated.

Yours very truly,
(Miss) M. MacDonald.

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Minister's Office

MEMORANDUM

Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 3)
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Ottawa, October 6, 1932.

Madam:

I have been directed to acknowledge your letter of the 24th ultimo, requesting, for classroom purposes, pictures of western Indians, charts, maps, etc.

In reply I have to say that the Department has no pictures available for distribution. We are communicating with the National Development Bureau, Department of the Interior, requesting them to forward you a sheet map of Alberta which will show the location of the Indian reserves in that province. We have no maps available in this Department for distribution showing the location of the various reserves in Canada. Under separate cover, you are being sent a copy of the last Annual Report of the Department, and I would refer you to pages 18-23, which will show the tribal origin, occupations, etc., of the various Indian tribes. This report will also show the educational work being undertaken for the Indian youth.

Your obedient servant,

A. F. MacKenzie,
Secretary.

Miss H. MacDiarmid,
914 Third Avenue South,
Lethbridge, Alberta.

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1-1-1.

Ottawa, October 6, 1932.

Sir:

The Honourable the Minister has received a request from Miss H. MacDiarmid, 914 Third Avenue South, Lethbridge, Alta., to be supplied with a map showing the location of the Indian reserves in Alberta. If you have available for distribution a sheet map of Alberta - scale 12½ miles to inch - will you please forward same to Miss MacDiarmid. We are informing her that her request, one of several others, is being referred to you.

Your obedient servant,

A. F. MacKenzie,
Secretary.

The Director,
National Development Bureau,
Motor Building,
238 Sparks St.,
O t t a w a.

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1-1-1

(From TORONTO GLOBE, October 19, 1932)

Plea for Indians

To the Editor of The Globe: There have been two articles in The Globe recently which have so stirred me that I must speak through the medium of your page.

One is the letter from John Butterfield of Toronto regarding the actually cruel treatment, through neglect, of Indians in the Patricia District.

The other was a special article headed "Discipline," which dealt with the stationing of men teachers on an Indian reserve for the purpose of enforcing discipline.

Now, I am forced to write because, as it happens, I know considerable about the latter case, and the former is quite similar to the general treatment of Indians on a reserve of which I have first-hand knowledge.

Some people will still persist in the idea that the only good Indian is a dead one. They think that the race is slowly dying out and if possible wish to accelerate its passing. Although Indians have contributed a great deal to the white man, I have actually heard sentiments of this kind from white people who are heartless where Indians are concerned.

But I have been a teacher on an Indian reserve myself. I have lived there and have kept my eyes open--and more than once my heart nearly burst with sympathy for the Indian.

I believe that God has put it in my power to defend them in this way, and only because of that reason do I write now.

I have seen representatives of law and order drinking at a party where Indians were present—men who should have been a good example to the Indians. I've known for an absolute fact such men to condemn a young Indian to a week or two in county jail for being drunk; in one case a young man was fined on the supposition that he had been drinking, when he swore that he had not.

Then as to the doctor. I was at a home in an Indian village one night when a man (Indian) came anxiously calling for a doctor to come to see his wife, who was soon to be a mother. The doctor came but it was too late, and both mother and baby died. The home was broken up. The father is now in a sanitorium. The daughter is being cared for by people on the reserve who are wanting the money they get for keeping her. Her little brother is in an institution.

There was a little boy in my school with sore eyes. I sent him to the clinic the doctor held on Fridays. The case was not considered anything unusual. But I saw his eyes becoming worse and worse. Finally, there arrived a new doctor, who really cares for the Indians. He found that my little pupil had trachoma. And on sending a specialist from Ottawa we found three others with it at school.

As trachoma is a horrible disease, I asked that these children be kept out of school. The doctor's report from the Government was that if I were teaching in a country school anywhere else, or in a city school, I could demand such a thing. But as it was only an Indian day school, they had decided not to keep them out of school—which meant that the teacher and every pupil in that school was to be subjected continually to that awful disease.

Now about discipline at school. At first glance one would consider that to be a teacher of Indians one must be a muscular giant so that discipline would be easy. I know that Indian children can be disciplined by appealing to their good qualities (which are not so few as one might think). They can be ruled by love; but to be forced by fear simply brings forth their undying hatred.

Government agents who try to rule schools by soldier methods should take a study course in child psychology and school management and learn the lesson that the day is gone when pupils had to be hurt physically to be made to "mind" the teacher. I've heard a great many young Indians tell of the futility of strapping in their school careers. Physical pain does not really mean much to an Indian. But appeal to that part of his nature which is highest and you will get startling results. I know whereof I speak.

There seemed to be a feeling from headquarters against the Indians speaking in their own tongue. Why should they not? What right has any one to take their language away from them by force?

It's very interesting to me to know the other side of this story. One of the pupils from one of these schools wrote to her woman teacher in these terms, or something similar to this:

"We have a man teacher, who is awful cross. He makes us talk English out in the yard when we're playing games or he straps us for speaking Indian. If he keeps on being so cross we're all going to quit school at Christmas."

Now, that holds a touch of humor but it is the attitude of the pupils in that school. It seems absolute cruelty to one who loves and understands child nature that even in their play they cannot use their native language without fear of punishment in the form of a severe strapping from a stalwart man.

Now, I think I've said sufficient to show that there are two sides to this question. I would like to see Indians treated as human beings, not dogs. Just because they do not rise up and speak for themselves they are trodden under foot by indifferent men who have authority over them. Their very helplessness has been their greatest appeal to my sympathy.

I trust that this may serve to interest some one who may really be able to help them with understanding and love, instead of by mere gifts of old clothing or food, which only keep their bodies and leave their souls to starve.

One Who Loves Indians.

Toronto

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Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 3)
School Files

77 Alcorn Ave.Toronto
Nov.7.1932.

Dept.Indian Affairs
The Interior.

Gentlemen:

I find the number of pupils in the Indian schools,as given in the Year Book for your ending March 31,1931 to be 16,415. I should like to know the number of schools in each province with the number of pupils enrolled.If the statistics for March 31,1932 are available,I should like to have these.If not,then for 1931 will be all I am.

Yours truly,

T.[illegible]

Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 3)
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Ottawa, November 15, 1932.

Sir:

I have your letter of the 7th instant, requesting information regarding the enrolment in Indian schools and particulars as to the number of schools in each province.

In this connection, you are being forwarded, under separate cover, a copy of the Annual Report of the Department of Indian Affairs for the fiscal year ended March 31, 1932. I would refer you to pages 10 and 11, giving the enrolment in both residential and day schools for the 10 year period 1921-22 to 1931-32 and other information regarding the schools.

With reference to the schools in each province, the enrolment, average attendance, etc., please refer to pages 46 to 59 of the report. This will show the name and location of each school, the enrolment, etc. On pages 58 and 59 will be found a summary of the enrolment, etc., in the different classes of schools and the denomination under which they are conducted.

Your obedient servant,

J. D. Sutherland,
for Supt. of Indian Education.

J. J. Baker, Esq.,
77 Alberta Avenue,
Toronto 10, Ont.

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Minister's Office

MEMORANDUM

H

November 22, 1932.

DR. MCGILL.

Mr. Phelan sent me some time ago a copy of a memorandum dated April 5, 1932, dealing with the question of Per Capita Grants at Indian Residential Schools.

In the second paragraph you will find a reference to a formal agreement made between the Department and the Boarding Schools, in April 1911, and which it is said remained in force to April 1, 1916. The Minister would like to know if this agreement is still in force and effect, or has it been formally abrogated? If so, please give particulars; also furnish the Minister with a copy of the Agreement referred to.

Private Secretary.

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November 25, 1932.

Memorandum:

MR. BOWARD.

With reference to your memorandum of the 22nd instant, I attach hereto copy of the agreement with the Churches, regarding the maintenance and management of Indian Residential Schools, of April first, 1911. It was provided in this agreement that it would have effect for a period of five years. It has never been renewed, nor has it been formally abrogated. Changes have been made from time to time in many of the clauses of the agreement, the most important being:-

(a) Per Capita Grants: Our present policy regarding these is stated fully in memorandum of April 5, 1932, which you have received.

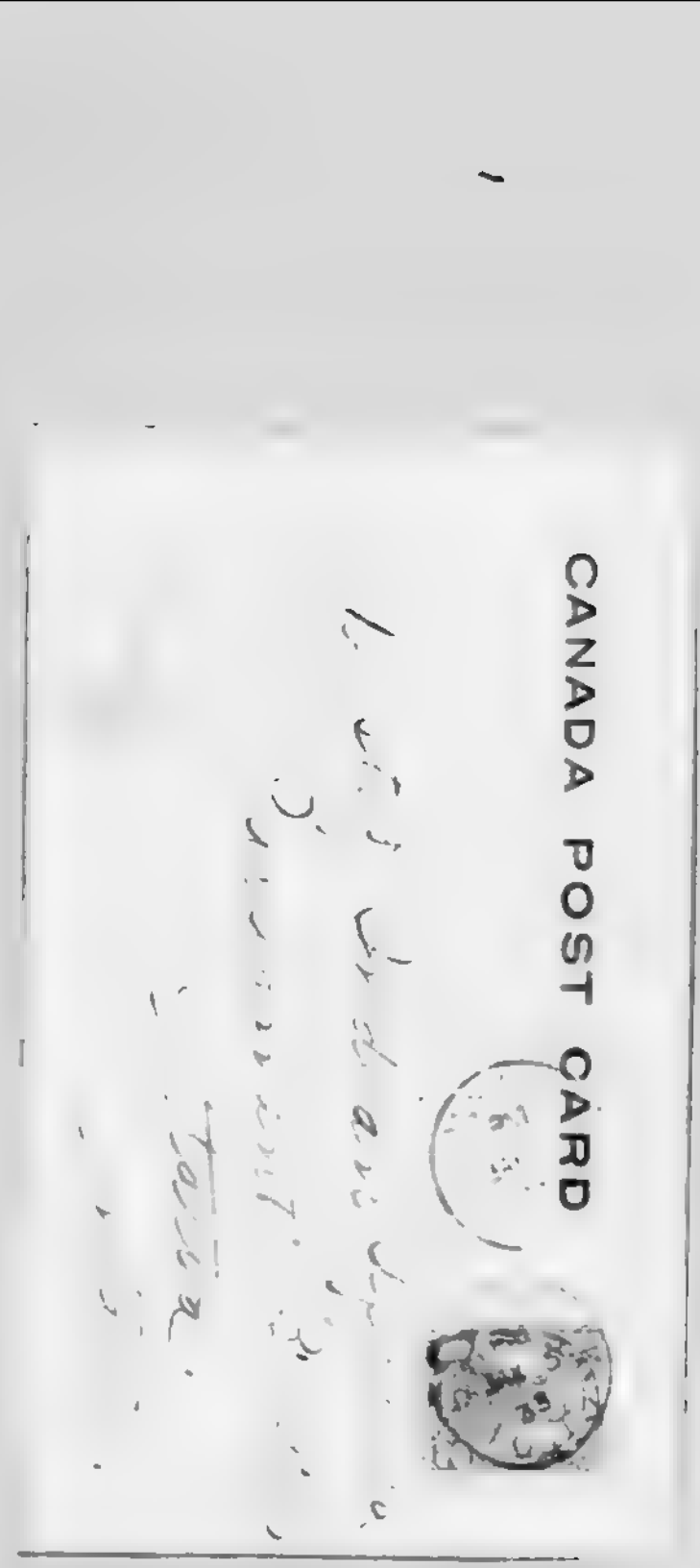
(b) Erection and Maintenance of Buildings: The agreement in 1911 contemplated that the Government would pay a much larger proportion of the total cost of Indian education than it had previously done, especially in the matter of providing more adequate accommodation for the pupils. Conditions during the past 16 years have changed to such an extent that the Department was obliged to go further in the matter of repairs and replacements of buildings than set forth in the agreement. During the past ten years the Department has assisted towards the cost of repairing church-owned buildings when we were assured that these buildings would continue to be used by the Churches for Indian educational purposes.

If desired, a memorandum could be supplied, setting out in detail the changes that have taken place in each of the various clauses since the agreement was signed.

Deputy Superintendent General.

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CANADA POST CARD

Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 3)
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Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 3)
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PUBLIC ARCHIVES
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1-1-1.

Ottawa, January 13, 1933.

Madam:

I have your request of the 5th instant for certain information regarding the educational and religious work among the Indians.

In reply I have to say that the only publication we have for distribution is the annual report of the Department. I am forwarding to you, under separate cover, a copy of the annual report for the year 1927, also the last published report for the year ended March 1931-32. If you will refer to the report of 1927, page 7 and following pages, under the heading "The Canadian Indians after Sixty Years of Confederation", you will obtain a brief summary of the development of Indian Affairs during sixty years since Confederation. As our copies of the annual report of 1927 are very limited, I would request that you return the enclosed copy. An envelope for this purpose is enclosed herewith. It will not be necessary to pay postage.

In the report for 1932, pages 10-11, you will find the number of day and residential schools in operation, and the number under the auspices of the various religious denominations, also the total expenditure incurred from Parliamentary Appropriation. Pages 46 to 59, Part 2, show the various schools in operation, where located, enrolment, average attendance, etc.,

Your obedient servant,

J. D. Sutherland,
For Supt. of Indian Education.

ENC.

Mrs. C. E. Freeman,
Stoney Creek,
Ont.

PUBLIC ARCHIVES
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Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 3)
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January 31, 1933.

Memorandum:

DR. McGILL.

Re: Per Capita Grants

The total Per Capita Grants for Indian Residential Schools, without any deductions, amounts to $1,399,735.00
10%, or 139,973.50
was deducted, leaving a balance of $1,259,761.50

These grants were formerly based on 100% attendance, although it was found that, during the past few years, only 95% was earned. It was therefore decided to make a further deduction of 5% in the Appropriation for the fiscal year 1933-34, and the sum of $62,988.07 was deducted. In order to make the total Appropriation asked for an even amount, an additional sum of $11,773.43 was deducted, leaving the amount required for Per Capita Grants the sum of $1,185,000.00

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January 31st, 1923.

MEMORANDUM:

...on. Thomas G. Murphy -

With reference to the matter of the Schools for Capita Grant, I would respectfully submit the following memorandum prepared by Mr. Graham Lang, which sets out in detail the deductions made last year and this year from the original sum granted.

You will note that in addition to the 10% deduction last year and again this year, that a further deduction of 5% has already been made based upon the fact that the school attendance had never reached one hundred per cent.

A further deduction of ~~10~~ from the net sum estimated for the ensuing fiscal year would amount to $9,230.00. On the other hand, a deduction of ~~10~~ for the original amount before the first cut of 10% would amount to $ 9,980.70.

F bru ry 2nd, 1933.

: DFT:

Hon. Thomas G. Murphy.

Mr. Allen understands, fro a conversation with th Director of stimates, that the amount of the reduction in the estimates of the partment of Indian ffairs was determined by a 5% reduction in the per capita grants for schools.

Fro. our telephone conversation this morning I understand that it is your wish that t is reduction be taken from our relief appropriation. May I respectfully point out that while we can make a paper reduction here, our actual expenditure in t is br nch is very largely uncontrolable; whereas if the cut is made in the schools appropriation we know th t there will be an actual decrease of expenditure.

I would appreciate very much the opportunity of discussing the matter with yo r early tomorrow morning in order th t we may proceed at once with the completion of our estimates.

Deputy Superintendent General.

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GOVERNMENT OF THE PROVINCE OF SASKATCHEWAN
CANADA
DEPARTMENT OF EDUCATION

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has been taken from Indian Trust Fund Accounts. At the present time, all costs of education are provided from Parliamentary Appropriation, and no amount is taken from Indian Trust Funds towards the expenses in maintaining Indian schools.

All Indian schools in the western provinces are conducted under the auspices of one or other of the religious denominations associated with this Department in the carrying out of its educational policy. The following will show the dates of the opening of the boarding and industrial schools in the Province of Saskatchewan:

Boarding Schools.

Round Lake (Presbyterian) 1887;
Crowstand (") 1889 (now closed);
File Hills (") 1889;
Muscowequan (Roman Catholic) 1890;
Emmanuel College, Prince Albert, (Anglican) 1891,
(This school not now in operation);
Gordon's (Anglican), 1892;
Cowessess (Roman Catholic) 1895;
Duck Lake (") 1895;
Thunderchild (Roman Catholic) 1901;

Industrial Schools.

Battleford (Anglican) November, 1883;
Qu'Appelle (Roman Catholic) October, 1884;
Regina (Presbyterian) April, 1891.

Regarding the inspection of Indian schools in Saskatchewan, I have to say that previous to 1922 the inspection of schools was carried out by our own inspectors and agents. In 1922, arrangements were made with the Provincial Department of Education to utilize the services of the public school inspectors in inspecting the schools once each year and reporting on the classroom work being carried out by the teachers. This action was taken with a view to standardising the instruction offered. Although teachers of Indian schools are not directly responsible to the public school inspectors, yet teachers are expected to carry out the instructions of the inspectors in regard to their work and general management of the school. The course of studies prescribed by the Provincial Department is used. However, the Department is at present engaged in compiling a list of text-books, etc., to be used by all Indian schools in Canada.

The Battleford School was closed on May 31, 1914, and the Regina Industrial School on May 31, 1910. The chief reason being that these schools were not contiguous to reserves and it was difficult in recruiting pupils, the Indian parents objecting to sending their children so far from home.

You have been mailed, under separate cover, annual reports of this Department for the fiscal years ending March 31, 1931, and 1932.

For information regarding the early history of Indian Education in Saskatchewan, I would suggest that you communicate with Mr. W. Murison, Inspector of Indian Agencies, Indian Office, Regina; also with the late Indian Commissioner, Mr. W. M. Graham, who resides in Regina. Both these men have been in the service of this Department for many years.

Your obedient servant,

A. F. MacKenzie,
Secretary.

Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 3)
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1-1-1

GOVERNMENT OF THE PROVINCE OF SASKATCHEWAN
CANADA
DEPARTMENT OF EDUCATION

J. H. GALLAWAY, B.A.
INSPECTOR OF SCHOOLS

716 EASTLAKE AVE.
SASKATOON, SASK. Feb.1/33.

The Deputy Superintendent General,
Department of Indian Affairs,
Ottawa.
Dear Sir,-

In connection with some research work in education in the Province of Saskatchewan, you were good enough to send me last year, one copy each of 12 annual reports of your Department; viz., 1872, 1874, 1879, 1894, 1899, 1914, 1917, 1918, 1920, 1923, 1924, 1925, 1928, 1930.

I have secured what information I can from these reports; but as I am gathering materials for a history of education in this Province the material obtainable from these reports, relative to education in Indian schools is somewhat fragmentary. I am wondering whether I may obtain from you additional information with which to supplement what is contained in these reports.

Perhaps if I mention some of the specific items of information which I wish, it may save you the trouble of answering my needs. I shall be glad, of course, to receive any of these: (1). The Inspectors' Reports for the remaining years, not included in the above list. (2). Information as to the first beginnings of Indian schools in what is now Saskatchewan. Aside from the above mentioned reports, the first Indian school to be in the 1899 Report, but as there are in that report, some 26 day schools, 2 boarding schools and 3 industrial schools, it is apparent that some of these were opened prior to 1899. Indeed I am informed that one of these opened prior to 1898, in the latter with boys from the Regina Industrial School in 1898, in the City of Regina, while I was attending Normal School.

In Dr. Morris' book, "A History of Saskatchewan and the Old North West", pages 361-2, he mentions-(a). the Indian school in operation at Battleford in 1879, (b). Methodist Okanese Mission school in operation in the North west as early as 1870, (c). a presbyterian Indian school in operation at Prince Albert in 1866, and (d). in 1873 Chief Factor Christie mentions visits to Indian and Roman Catholic mission schools at Portage la Prairie, Lac la Ronge, Pelican Narrows, Prince Albert, Providence and Isle a la Crosse. I am interested in these early beginnings of Indian education in Saskatchewan; and if you can supply me with any information in connection with same I shall be greatly obliged. If you have not such information at hand perhaps you can direct me where I might secure it.

In your 1930 Report I see a similar account of the Qu'Appelle Industrial School. If you could put me in touch with anyone who could give me a similar account of the first Indian school in Saskatchewan, or some history of the first Indian school in Saskatchewan, I should be very grateful.

(3). The basis of Government support and the amount of same in cases of these first schools.

(4). Were the existing records of the Indian Department, Ottawa, etc. contributed to the Department, Regina from other sources, etc. I am to be the source for [illegible] found was [illegible], etc. [illegible] the bases on which moneys from [illegible] are allotted to Indian schools, [illegible] Indian Colleges and Indian [illegible] in detail. [illegible]

(5). Were all [illegible] schools [illegible] a religious body?

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Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 3)
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1-1-1

Ottawa, February 13, 1933.

Sir:

I have been directed to acknowledge receipt of your letter of the 1st instant, requesting information regarding the early beginning of education for the Indians in the Province of Saskatchewan.

The earliest efforts to educate the Indians were carried out by the missionaries of the various denominations, this Department contributing no grant for salary or other expenses previous to 1877. In the annual report for that year it is shown that a grant of $300 was provided to each of the schools at Lac la Biche and St. Albert, the latter of which was for Indian orphan children.

The annual report of this Department for the year 1878 shows that a grant of $12 per capita per annum, based on the daily average attendance, up to $300, was provided at each of the following schools: Isle a la Crosse, Little Touchwood Hills, St. Albert, Lac la Biche and Assippi Mission.

All Indian schools in Saskatchewan have been started under Church auspices and usually conducted for a certain period without Government aid.

The yearly grants allowed for teachers' salaries were at the rate of $300 per annum at day schools, while $60 per annum was allowed to the boarding schools and from $72 to $100 per capita at the industrial schools. Salaries and grants were supplemented from Church funds. The grants have considerably increased from time to time, and we now pay grants towards teachers' salaries in day schools, depending upon the qualifications of the teachers, from $750 to $1050 per school year, and provide per capita grants to residential schools ranging from $160 to $200 per capita. The staffs at residential schools are paid by the Church authorities from the per capita grant provided, or from Church sources. In the case where a teacher in a day school performs certain missionary duties, the Church provides an additional salary over and above that allowed by the Department. All teachers and staffs are nominated by the Church authorities.

In the western provinces no legislative grants have been provided toward Indian Trust Funds. These Trust Funds consist of proceeds from sales of land, timber and rents. No part of the cost of Indian Education in the western provinces

J. H. Gallaway, Esq.,
Inspector of Schools,
Department of Education,
716 Eastlake Ave.,
Saskatoon, Sask.

- has -

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GOVERNMENT OF THE PROVINCE OF SASKATCHEWAN
CANADA
DEPARTMENT OF EDUCATION

INSPECTOR OF SCHOOLS

...annual r... of the Dept. Ind. Aff., I am short ...ports ...1876, 1878, 1880 to 1913 inclusive, 1877 to 1879 inclusive, 1915 and all reports prior to 1877. ...to secure these reports I should be obliged.

I shall avail myself of the opportunity ...with Inspector Murison and possibly Commissioner ..., on some future occasion when I am in ...

As your Department paid no grants to Indian Schools prior to 1877, I presume that you will not have any records of these schools prior to that year. No doubt the $300 mentioned as salaries in your 1874 Annual Report, p.9, would be from Manitoba. You mention, however, that no money from Indian Trust Funds is used for Indian education. What Indian Funds therefore, are referred to in this 1874 Report?

Yours faithfully,

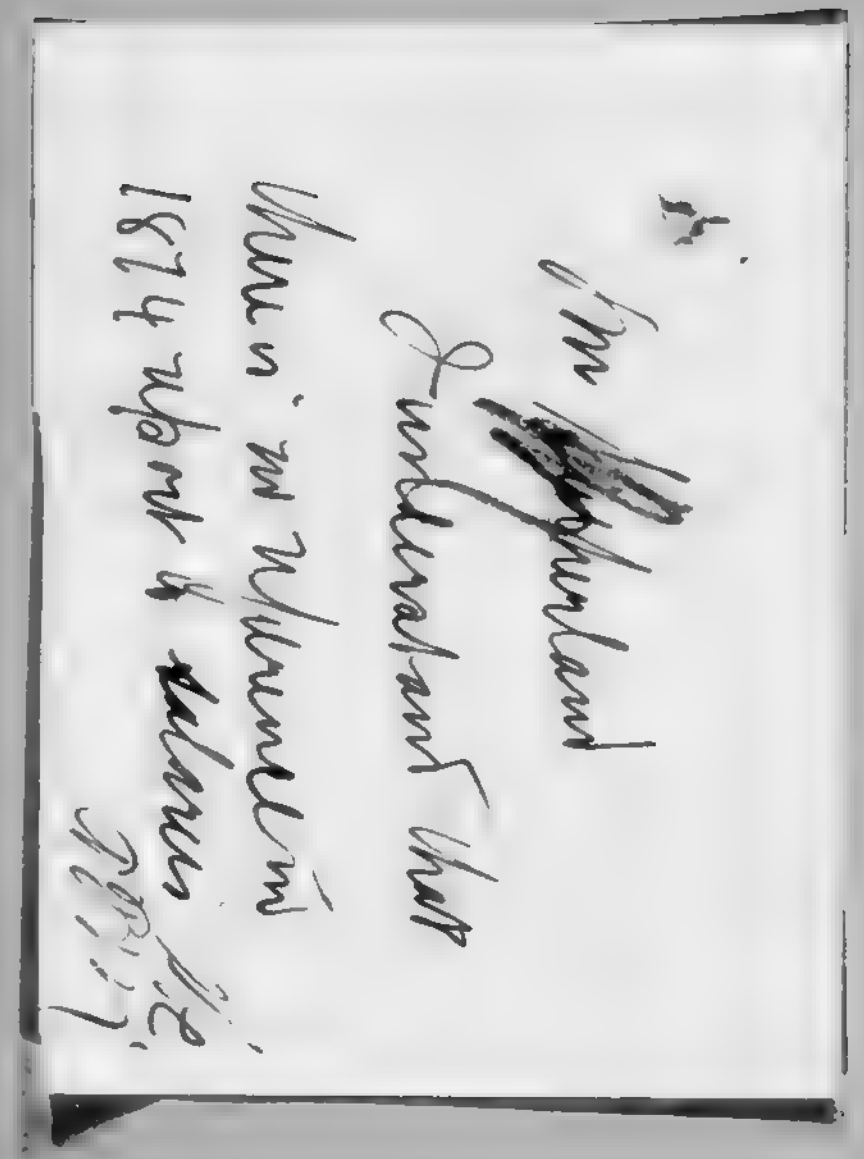
J. H. Ogilvie

(J.E.)
1919 1921/1926

1872, 1873, 1927

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CANADA

1-1-1

Ottawa, February 27, 1933.

Sir:

I have your letter of the 17th instant, requesting further information in regard to my letter of the 13th instant.

The grant which was allowed at the rate of $300 per annum at day schools was for the teacher's salary only. While this amount was allowed, payment was based on the period the school was in operation during each year. It would appear that the schools were more or less seasonal in their operation, and the full amount of grant allowed was not always earned. The $60 per capita per annum allowed the boarding schools and the $72-$100 per capita per annum for industrial schools was the rate allowed for each pupil per year. From these per capita grants, the church authorities, under whose auspices a school was conducted, provided food, clothing, payment of staff and general running expenses of the school. Both salaries and per capita grants have been revised from time to time, and we now provide towards salaries of teachers in day schools $750-$1050 per school year, and the per capita grants to residential schools range from $160-$200 per capita per annum.

I am unable to find the reference made by you regarding the amount of salary in the annual report for the year 1874. As stated in my previous letter, the first grant this Department made for salaries to Indian schools in Saskatchewan was in the year 1877. The reference mentioned by you, no doubt, refers to Manitoba, as grants were provided towards the salary of teachers of Indian schools in that Province previous to the year mentioned.

W. H. Gallaway, Esq.,
Inspector of Schools,
Department of Education,
716 Eastlake Ave.,
Saskatoon, Sask.

Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 3)
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For your information, as it may be of value, I am forwarding, under separate cover, a copy of statistics showing the expenditure for Indian schools for the years 1877-1896. By reference thereto you will see, along with the other Indian schools in Canada, the amounts paid by this Department to the schools conducted under the auspices of the various religious denominations in the former Northwest Territories, embracing the present Provinces of Saskatchewan and Alberta. The items marked by an asterisk cover the expenditure incurred in the erection of and repairs to buildings, while the other amounts in the case of day schools are the teachers' salaries, and in the case of boarding schools, the per capita grant paid each year.

I also forward, under separate cover, annual reports of the Department for the years 1872, 1873, 1919, 1921, 1926 and 1927. I regret that we have no copies available for distribution of the reports for the other years mentioned by you.

When "Indian Funds" are referred to as the source from which payments were made, these funds were provided by Parliamentary Appropriation. The Department of Indian Affairs was organized as a separate Department in 1880. Previous to that time the administration of Indian Affairs was under the Department of the Interior, and the vote which they obtained was referred to generally as "Indian Funds". As stated in my previous letter, "Indian Trust Funds" consist of proceeds from sales of land, timber, rents, etc., and are funded in this Department to the credit of the various bands interested.

The first treaty made with the Indians in Saskatchewan was in September, 1874, with the Cree and Saulteaux Tribes, at Qu'Appelle and Fort Ellice, known as Treaty No. 4. The next treaty was with the Plain and Wood Cree Indians, made at Fort Carlton, Fort Pitt and Battle River, in September, 1876, and known as Treaty No. 6. There was, therefore, no Indian Trust Funds to the credit of any of the bands in Saskatchewan previous to treaty.

Your obedient servant,

A. F. MacKenzie,
Secretary.

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EDUCATION OF INDIANS.

New York Progress Is Anticipated Under the New Administration.

To the Editor of The New York Times:

Not many persons realize that the Federal Government administers one Federal program of education—namely, that of the Indian Bureau, which has the responsibility for the education of thousands of Indian children scattered throughout the whole area of the United States.

For many years this Federal education project was devoted to giving Indian children the same training as white children, in spite of the racial and cultural differences between them and, on the whole, their different potentialities and different kinds of opportunities open to them in adult life.

As a result of the pressure of many groups interested both in education and Indian welfare this situation has been changed and a progressive educator, Dr. Carson Ryan, placed in charge of the government Indian schools, to bring their program into line with modern progressive thought in educational administration. This involves the development of a system of education adapted to the specific needs of the Indian child and the preservation of the best elements of his native culture.

The first step was the abolition of the Indian boarding schools, which were unnecessarily costly and in many cases failed to provide education of a high standard. Some of these have been closed, but much of the whole program still remains to be put in operation. All those interested in the progressive education experiment which has been undertaken can only hope that it will be continued as vigorously and on the broadest possible lines under the new Commissioner of Indian Affairs, to be appointed by the new President.

MARIA ROGERS.

New York, March 4, 1933.

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MAR 24

RECOR

The J. H. Ashdown Hardware Co. Limited

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Winnipeg, Canada.

C. H. B. BAMFORD, GENERAL SALES MANAGER

R. W. PATTERSON
MANAGER CALGARY BRANCH
(RETAIL)

DIAMOND A BRAND — ASHDOWN'S GUARANTEE

WHEN REPLYING REFER TO DEPT. No.

Calgary,
Canada
March 20, 1933

Dominion Government,
Department of Indian Affairs,
Ottawa, Ontario.

Gentlemen:

Kindly mail us your latest issue of reports on Indian Schools in the Province of Alberta as we want to canvass them for Hardware Supplies, and oblige.

Yours truly,

THE J. H. ASHDOWN HARDWARE CO. LTD.,

P3L/R C

Sales Manager.

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KODAK SAFETY ▲ FI

1-1-1.

Ottawa, March 27, 1933.

Gentlemen:

Replying to your letter of the 20th instant, I enclose herewith a list of the Indian Residential Schools, with names of Principals and the post office addresses. I am forwarding, under separate cover, a copy of the last Annual Report of the Department and would refer you to page 56, giving information regarding the schools in Alberta.

Encl.

Your obedient servant,

J. D. Sutherland,
For Supt. of Indian Education.

The J. H. Ashdown Hardware Co., Ltd.,
C a l g a r y,
A l t a.

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Mr Owen Boys Bull.

Mission
Basutoland

1-1-1

℅ Carnegie Corporation
522. Fifth Avenue
New York City.
22.IV.33.

The Superintendent of Indian Affairs
Ottawa, Canada,

Dear Sir,

I beg leave to introduce myself as Director of Technical Education in the service of the Basutoland Administration, (S. Africa), at present in N. America under the auspices of the Carnegie Corporation.

I am making investigations regarding Technical Education and vocational Training among backward peoples and at the moment am visiting the negro communities on the sea islands of South Carolina.

It has been suggested to me that it might be very helpful if I could visit some Indian reservations in Canada, where conditions of tribal & communal life might prevail, not altogether unlike those with which I am dealing in Basutoland. But being rather at a loss as to how to get reliable information which might guide me in making such visits, I am venturing, on the advice of your Embassy in Washington, to call you

What I want to study, chiefly, is (a), how you train your Indian boys in crafts as, i.e. Carpenters, Smiths, Bricklayers, farmers, etc. and (b) how they manage to establish themselves and live by their trades among their own people

Unfortunately my time is very limited as I have only six months leave in all - so that I must fit my investigations in Canada between June 3 & 15. That, and other reasons mainly financial, means that I can hardly attempt to go to the West, but must limit myself to reservations in Ontario or Quebec.

Can you then advise me as to whether there are places

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Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 3)
School Files

in these provinces which I could visit with advantage during my investigations. I should be most grateful if you could supply me with any suggestions or other information.

Believe me,

Yours faithfully

Oswald Bull

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School Files

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Yours faithfully,

Oswald Bull.

Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 3)
School Files

PUBLIC ARCHIVES
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CANADA

1-1-1.

May 2nd, 1933.

Dear Mr. Bull:

I have your letter of the 22nd instant, regarding your proposed visit, early in June, next, to a number of the Indian reserves in Ontario and Quebec, in order that you can carry out certain investigations concerning the vocational training of Indian boys and how they establish themselves among their own people on their reserves.

In this connection I would suggest that you first visit this Department, when we will be pleased to give you any information we can and also assist you in planning a visit to a number of our schools and reserves. There are several Indian residential schools in Ontario with nearby reserves, which, no doubt, it would be of advantage for you to visit, to observe the work carried on and the conditions and progress of the Indians on their reserves. We would be pleased to give instructions to our agents and to principals of the schools that they give you every opportunity to carry out any investigation which you desire to make. However, if time does not permit you to visit Ottawa, I would suggest that you visit the Indian Residential School and the Six Nations Reserve near Brantford, Ont., also the Mount Elgin Indian Residential School and the Caradoc Indian Agency at Muncey, Ont. If your time permitted, you might also visit the Caughnawaga Indian Reserve and Schools near Montreal. The greater number of the Indian residential schools at which the boys receive vocational training are located in the western provinces.

I shall be pleased to have you visit the Department on any date at your convenience.

Yours very truly,

Deputy Superintendent General.

Oswin B. Bull, Esq.,
c/o Carnegie Corporation,
522 Fifth Avenue,
New York City, N. Y.,
U. S. A.

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RED RIVER JIG STEPS

1. [redacted] step [redacted].
2. Front step four times. Double
3. Front step four times. Single.
4. Triple tap four times.
5. Triple tap four times, accented right.
6. Triple tap four times, accented left.
7. Triple tap four times, accented right and left.
8. Triple tap four times, accented double.
9. Time tap.
10. Cross over hand clasp with triple tap.
11. Right tap, turn.
12. Triple tap four times.
13. Double tap four times.
14. Heel toe step, four times, right foot.
15. Heel toe step four times, left foot.
16. Heel toe step four times, double.
17. Triple tap, four times, half circle facing each other, cross over, hand clasp to places.

All Toe Taps except 9, 14, 15 and 16 which are Rest Steps.

Red River Jig recorded by Victor. Record 263749A.
For sale at local agent.

Red River Sheet music, piano and violin.....25c
With dancing instructions 35c

Tapatoe Dance, song, words and piano music, with dancing instructions.....35c

Twelve part orchestration of Tapatoe.....75c

Including postage

"The music with the triple beat
To fit the dancing feet."

TAPATOE (From the Red River Jig)
The National Canadian Tap Dance

Come and learn the Tapatoe,
Something you all should know;
Take your places on the floor,
And then away we go!
Stand with the weight on the left foot.
Lift the right foot off the floor,
With knee bent, swing the right foot forward,
Sound a tap and raise the foot once more.
Tap the floor with knee held straight,
And stand upon the right foot now;
Then turn and do it in reverse, and that is how!

Oh my it's lots of fun,
Now you know how it's done?
Old Red River is the giver, oh boy!
So learn to dance the old timers jig,
And then you won't need a dig
To remind you that you're "woozy" with joy!
So put your heart and soul into this dance
of your own,
It will pay you in pleasure worth much more
than gold alone.
Form for the Tapatoe,
Tap! and away we go!
Old Red River is the giver of the Tapatoe.

These are the words of our dance song

Copyright July 3, 1932.

A. MULLIGAN
485 McDermot Ave. Winnipeg, Canada

A. Mulligan's
Home, Step or
Tap Dancing
Instructions
for the Children

To help the instep grow
Learn the Tapatoe

485 McDERMOT AVE.
WINNIPEG, MAN.
Canada

Price 10 cents

objective a Canadian national
Dance entitled Tapatoe founded
on Canadian rhythms —

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TAP-DANCING compares most favourably with many forms of sport, as an exercise for developing correct deportment. Through this exercise the child's muscles and limbs are strengthened and an upright carriage gained.

Parents should do well to note the love of the younger generation for musical exercise. Those who have given their children this form of exercise have been well repaid by the noticeable improvement shown in the health and deportment of the children in later years.

There are many forms of Tap-Dancing, but perhaps the best known, and the easiest to follow, is the original dance of the North American Indians, which is known as "The Red River Jig". The step for this dance is not at all difficult to learn. Throughout, the foot makes three beats - the first only slightly accented - the second a shuffle, while the third is forcibly accented, because it receives the weight of the body, while the other foot takes up the step.

As the Old-Time Fiddlers play, one can easily recognize the triple beat running through the music. Thus it is almost an impulse that one dances the Red River Jig in accented taps. it comes quite naturally when accompanied with rhythmical music.

A child who is musically inclined may soon develop the flexibility that will enable him to do the triple tap. To practise this he should stand on his toes with body erect, lift the right foot with the toe pointing downwards, straighten the leg bringing foot smartly on to the floor in front of him, then draw it back in line with the left foot.

The left foot will require more exercise and this is obtained by resting the weight of the body on the right foot, and swinging the left foot backwards and forwards. This exercise will be more enjoyably performed and with greater exertion if the piano music of "The Tapatoe" is played. It will accustom the child to the rhythm.

Once the triple tap is mastered, and the child can do it, no matter how slowly, his muscles begin to strengthen and his bones to grow straight due to the splendidly erect position of the body. The music of "The Tapatoe" can be played very slowly at first, then faster as the child becomes fully acquainted with the step. With a fast musical exercise, such as this, a most beneficial development is obtained in a short time.

The world over, nations have portrayed the tempo in their music to denote the different modes of dancing, yet it has been left to the Canadians to inspire this triple tempo, in rhythm with the triple tap action; and this tempo is the fundamental impulse required for perfect symmetry between the music and the dance.

These two dances, "The Red River Jig" and "The Tapatoe" for which there are many steps are numbered to assist the parent or teacher with these two musical exercises.

INSTRUCTIONS FOR DANCING TAPATOE

The National Canadian Tap Dance

The Tapatoe is danced like the Military Schottische, commencing with a shuffle—lady with the right foot—gent with the left—two steps and a shuffle with the opposite foot repeat for three times and a turn by alternate shuffles. This is just as graceful a dance to watch as the waltz and as easy to learn.

A Step—Stand with weight on left foot, holding the right foot off the floor, with knee slightly bent. Swing the right foot forward, sounding a tap on the floor with the ball of the foot and finishing with right foot forward, about two inches off the floor. Now bring ball of right foot to floor, with knee straight, sounding a second tap. This movement is done as though to slap floor sounding two taps. On the second tap the weight is carried over to the right foot

Ladys' Step (Two taps only):—

Slap right	Count 1
Slap left	Count 2
Slap right	Count 3
Slap right	Count 4

Repeat all that starting left. Gentleman's step is the same only commencing with the left foot, and beginning the repeat with the right foot.

The Turn:—Couples are in waltzing position. Turn is clockwise Lady commencing left, Gentleman right. Gents step is—

Slap left	Count 1
Hop left	Count 2
Slap right	Count 3
Hop right	Count 4

Repeat all that.

Recommended for accuracy in tap dancing and for physical development.

INSTRUCTIONS FOR DANCING THE RED RIVER JIG

This dance is, we believe, derived from the Pow Wow of the North American Indian, the early inhabitants of the Red River Valley, and was continued by the early settlers.

Two dancers face one another six feet apart; stand perfectly erect on their toes and commence by a single shuffle by the right foot, followed by one shuffle with the left; every third shuffle or tap- raise the foot backward sufficiently to miss one beat of the music. Perfect shuffling or tapping in a variety of steps to beat perfect time to the music with ones toes, with as little body movemen as possible, is easily accomplished.

The dancers change side by crossing over with the shuffle step, a hand clasp, and continue to dance about six feet apart until tired, or until other dancers take their place.

150-20

485 McDermot ave
Winnipeg Man
April 28-1933.

Department of Indian Affairs
Ottawa-
Canada

Dear Sir:-

I have some music published and wondered if you would be kind enough to see if it were possible to introduce this music to some of the Indian Schools-

If you care to consider the matter I will be pleased to send (two) Samples of this music to you.

Enclosed you will find a few Leaflets which party explain the objective

Trusting to receive a reply from you with a favorable consideration of the matter

Yours respectfully
Edward Mulligan

Life member of Old Timers Ass'n arrived in Manitoba 1877-

Mr Hoey
Stated it would
be alright to write
to you

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CANADA

Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 3)
School Files

1-1-1.

Ottawa, May 8, 1933.

Sir:

I have your letter of the 28th ultimo, enclosing a leaflet regarding the words and music published by you, for use in Tap Dancing. In reply I have to say that the Department will be unable to utilize this music in Indian schools.

Your obedient servant,

J. D. Sutherland,
for Supt. of Indian Education.

Andrew Mulligan, Esq.,
485 McDermot Avenue,
Winnipeg, Man.

Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 3)
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1-1-1

HOTEL SEVILLE
MADISON AVE & [illegible] NEW YORK

% Carnegie Corporation.
522. Fifth Avenue.
New York City.
25. V. 33.

The Superintendent of Indian Affairs,
Ottawa.

MAY 27 1933
RECORDS

Dear Sir,

Some of my Native Canadian friends have asked me whether possibly some word from you in reply to mine of April 22nd may be among them. I work there Enquiring about the possibility of making some study of industrial training among Indians.

If you have written & your letter has gone astray, I should be most grateful if you would repeat it.

Yours faithfully
Oscar Bull.

(Director, Lovedale Technical School,
Basutoland, S. Africa.)

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Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 3)
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1-1-1.

Ottawa, May 27, 1933.

Sir:

I have been directed to acknowledge receipt of your letter of the 25th instant, and to enclose copy of a communication dated the 2nd instant in reply to yours of the 22nd ultimo.

Your obedient servant,

J. D. Sutherland,
For Supt. of Indian Education.

ENC.

Oswin B. Bull, Esq.,
c/o Carnegie Corporation,
522 Fifth Avenue,
New York City, N.Y.,
U.S.A.

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1-1-1.

DEPARTMENT OF INDIAN AFFAIRS
CANADA

OFFICE OF THE
DEPUTY SUPERINTENDENT GENERAL
OTTAWA

May 2nd, 1933.

Dear Mr. Bull:

I have your letter of the 22nd instant, regarding your proposed visit, early in June, next, to a number of the Indian reserves in Ontario and Quebec, in order that you can carry out certain investigations concerning the vocational training of Indian boys and how they establish themselves among their own people on their reserves.

In this connection I would suggest that you first visit this Department, when we will be pleased to give you any information we can and also assist you in planning a visit to a number of our schools and reserves. There are several Indian residential schools in Ontario with nearby reserves, which, no doubt, it would be of advantage for you to visit, to observe the work carried on and the conditions and progress of the Indians on their reserves. We would be pleased to give instructions to our agents and to principals of the schools that they give you every opportunity to carry out any investigation which you desire to make. However, if time does not permit you to visit Ottawa, I would suggest that you visit the Indian Residential School and the Six Nations Reserve near Brantford, Ont., also the Mount Elgin Indian Residential School and the Caradoc Indian Agency at Muncey, Ont. If your time permitted, you might also visit the Caughnawaga Indian Reserve and Schools near Montreal. The greater number of the Indian residential schools at which the boys receive vocational training are located in the western provinces.

I shall be pleased to have you visit the Department on any date at your convenience.

Yours very truly,

Harold McGill

Deputy Superintendent General.

Oswin B. Bull, Esq.,
c/o Carnegie Corporation,
522 Fifth Avenue,
New York City, N. Y.,
U. S. A.

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FORD HOTEL TORO

FORD HOTELS
BUFFALO
ROCHESTER
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MONTREAL
TORONTO



DEPT. OF INDIAN AFFAIRS
JUN 7 1933
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MODERN FIREPROOF
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Bay and Dundas Streets
750 ROOMS WITH BATH

5th VI 33.

The Hon. Superintendent General
Department of Indian Affairs
Ottawa.

Ref. No. 1-1-1

SCHOOLS BR.
7 1933

Dear Sir

Many thanks for your letter with the information, which is most helpful.

I am sorry that it has been impossible for me to come first to Ottawa to see you, but I have been compelled to start in Toronto to-morrow & am hoping to get out to Brantford & see what I can here. Then on Thursday morning when I am in Ottawa I shall ring down office and find out what would be a convenient hour to call on you and shall a Cable of your views. Any early reply will be most welcome if your views is so limited

Yours very truly
Oswald Bull.

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Ottawa, ... / 1933

Mr. ...

Please report on attached letter and return it to the office of the Deputy Superintendent General.

Do not file.

Minister's Office

MEMORANDUM

C.

June 23rd, 1933.

Dr. Bethal.

In the attached letter from Mr. Victor C. Forteous enquiry is made with regard to the statute dealing with Public Schools on Indian Reserves.

Will you kindly return the letter and let me have a memorandum which the Minister may send on to the writer.

Enc.

Private Secretary.

Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 3)
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June 26, 1933.

Memorandum:

MR. BUCHARD.

With reference to your memorandum of the 23rd instant, attaching a communication from Mr. Victor C. Perteous, I have to say that Subsections "a" and "b" of Section 9 of the Indian Act, 1927, give the Governor in Council power to establish day and residential schools. These schools are for the benefit of Indian children.

Mr. Perteous' reference to schools on Indian reserves as "public" schools is not exactly according to fact, as these schools are intended primarily for Indian children. Under speci l circumstances the Department has from time to time permitted white children living in the vicinity of a reserve to attend the Indian school on the reserve. Arrangements in this connection have usually been made at the request of the Provincial School Inspector or the local Indian Agent. The children of departmental employees, when residing on a reserve, are permitted to attend Indian day schools.

As requested, I return herewith Mr. Perteous' letter.

Deputy Superintendent General.

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Copy

July 13, 1933.

Memorandum:

MR. WILLIAMS.

Regarding the proposed visit of the Honourable the Minister to the North West Territories, I have to say that the following Indian Residential Schools are located in that territory:-

Name of School	Location	Name of Principal
Aklavik (R. C.)	At Aklavik	Rev. Sister A. Robinet
Fort Resolution, (R. C.)	" Ft. Resolution	" " J. Dusseault
Hay River, (C. E.)	" Hay River	" W.A. Geddes (Act'g.)
Providence Mission (R.C.)	" Ft. Providence	" Sister Barrette

A per capita grant is provided for each of these schools, as follows, subject to a deduction of 10% during the current fiscal year:-

Aklavik	-	40 pupils	$200.
Ft. Resolution	-	80 "	200.
Hay River	-	30 "	200.
Providence Miss.	-	65 "	200.

Dr. C. Bourget is the Indian Agent and Medical Officer for these schools. He is located at Fort Resolution.

There are two Indian Day Schools in operation, viz.: at Fort Simpson and Fort Smith, conducted under the charge of the Reverend Sisters.

Regarding the Hay River Residential School, requests have been received from the Anglican Church authorities, under whose auspices the school is conducted, to provide a new building. The present building at this point is stated to be unsuitable for residential school purposes. The majority of the pupils are brought from long distances and the cost of their transportation is very high. In my opinion, as far as the Department is interested, this school could very well be closed. The Roman Catholic Bishop, under whose auspices all the other schools mentioned are conducted, is

Right Reverend G. Breynat, O. M. I.,
Bishop of Mackenzie,
Fort Smith, N. W. T.

There are no matters requiring special attention in connection with the Roman Catholic schools.

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Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 3)
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(For Annual Report
1932-33)

E D U C A T I O N

There were 80 residential schools and 260 day schools in operation during the year - a total of 340 Indian schools. In addition, the Department assisted in the maintenance of 9 combined white and Indian schools. The total enrolment was 17,425 and the average attendance 13,487. This was an increase in enrolment over that of the preceding year of 262 and in the average attendace of 380. A more regular attendance was maintained at the day schools during the year, the percentage being 65.73 as compared with 63.69 for the previous year. The percentage of attendance at all schools was 77.4, a record for the work. The tabular statement, showing the location and indicating the enrolment and other facts in the case of each school, will be found in Part 2 of this report.

Efforts were continued during the year to secure efficiency in both day and residential schools. Many fully qualified teachers and instructors were engaged and equipment was maintained to standard. The residential school activity was particularly encouraging. All these schools had an enrolment of pupils to full capacity. Due to economic conditions, the Indian parents are anxious to place their children in the schools of this class.

Several of the churches are actively engaged in the management of Indian day and residential schools. This cooperation of the churches in the case of residential schools is as follows:-

Roman Catholic	44	residential schools
Church of England . . .	21	" "
United Church	13	" "
Presbyterian Church	2	" "
Total:	80	" "

In addition to the regular academic work at all Indian schools, there is the very important vocational training at the residential schools. Farming, gardening, the care of stock, manual training, and domestic instruction are being given more attention. The attendance problem at day schools is most difficult, but progress is gradually being made.

Qualified inspectors visit all classrooms, except those in the more northern schools. Under arrangement with the Provincial Departments of Education, the services of regular public and separate school inspectors are utilized, except in the provinces of New Brunswick and British Columbia, where there are special Indian school inspectors. In addition, there is a medical inspection and department officers give constant supervision to the vocational training.

Continuation and high school work is taught at several of the day and residential schools. The more

- advanced

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advanced pupils in those residential schools that are situated close to municipal collegiates are benefited by secondary training, in competition with white children. There were approximately 230 Indian students, not shown in the tabular statements, attending public schools, high schools and colleges in Canada. The Department, in the case of most of these, assists with a grant from Parliamentary Appropriation.

No new building operations were undertaken. Minor repairs only were carried out in order to keep buildings in a good state of repair. The new building at the Blue Quills Residential School was completed and equipped. The expenditure for Indian Education for the year shows a decrease of $292,734.28 as compared with the previous year, this being mainly on account of the deduction in per capita grant to residential schools. The Department, however, was able to maintain its educational services in full.

Much consideration has been given to the selection of suitable texts in order to prescribe a complete course of study for Indian schools. In the junior grades there has been a departure to a more or less extent from the provincial courses.

The health of Indian children in the residential schools continued to receive special attention. Good medical supervision has been arranged.

A severe loss was occasioned by the death of the late Russell T. Ferrier, M. A., Superintendent of Indian Education. During his tenure of office, a period of twelve years, much progress was accomplished in the educational advancement of our wards.

The expenditure for Indian education from parliamentary appropriation for the fiscal year ended March 31, 1933, amounted to $1,712,223.06, as follows:-

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1-1-1

DEPARTMENT OF THE INTERIOR
CANADA

OFFICE OF THE SECRETARY.

OTTAWA, August 11th, 1933.

Dear Sir,-

In a letter received from .....

Miss Elizabeth Ellis, teacher, Flaxcombe, Saskatchewan,

is a request --- among other matters --- for the following information:-

Pictures of Indians or any material on Indian life for use in public school grades.

We have advised the inquirer that the above-mentioned portion of the request has been transferred to your office for attention.

Yours truly,

W. M. Bailey
Assistant Secretary.

The Secretary,
Department of Indian Affairs,
Booth Bldg.,
OTTAWA.

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Ottawa, August 15, 1933.

Madam:

The Department of the Interior has forwarded to this Department a request contained in your letter, for pictures of Indians or any material on Indian life for use in public school grades.

In reply I have to say that we have no pictures of Indians for distribution. Regarding material on Indian life for use in public school grades, I would suggest Dent's "Canadian History Reader, Book 2". We use this book for supplementary reading in a number of our Indian day schools.

Your obedient servant,

J. D. Sutherland,
Acting Supt. of Indian Education.

Miss Elizabeth Ellis,
Flaxcombe,
Sask.

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AUG 15 1933
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1-1-1

Ottawa, August 16th, 1933.

Sir,-

With reference to your letter of the 14th instant, I beg to say that, when it is necessary to supply the books mentioned in your letter, the Department secures those authorized by the Department of Education of the Province of Quebec.

Your obedient servant,

A. F. MacKenzie.
Secretary.

A. W. Patenaude, Esq.,
The Institute of Modern Languages Inc.,
421-423 Viger Ave.,
Montreal, P. Q.

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CANADA

Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 3)
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23-11-39

ORLD BAN ON
PORTS CUT
EAT TDA

Montreal
Herald
12 24-11-39

Indian Schools Roll Increased To New Records

Several Church Denominations Actively Co-operating in Education.

Ottawa.—(CP)—A total of 340 Indian schools were in operation in Canada during the past fiscal year, according to a report issued by the Department of Indian Affairs Of these, 80 were residential and 200 day schools In addition the department assisted in the maintenance of nine combined white and Indian schools

The total enrolment was 17,425 and the average attendance 13 487 This was an increase in enrolment over that of the preceding year of 262 and in the average attendance of 390. A more regular attendance was maintained at the day schools during the year, the percentage being 66.73 as compared with 63.60 [illegible] previous year The percentage of attendance at all schools was 77 4, a record for the work.

Efforts were continued during the year to secure efficiency in both day and residential schools Many fully qualified teachers and instructors were engaged and equipment was maintained to standard. The residential school activity was particularly encouraging. All these schools had an enrolment of pupils to full capacity Due to economic conditions, the Indian parents are anxious to place their children in the schools of this class

Churches Active

Several of the churches are actively engaged in the management of Indian day and residential schools. This co-operation of the churches in the case of residential schools is as follows: Roman Catholic, 44; Church of England, 21; United Church, 13; Presbyterian Church, 2, making a total of 80.

In addition to the regular academic work at all Indian schools, here is the very important vocational training at the residential schools. Farming, gardening, the care of stock, manual training, and domestic instruction are being given more attention. The attendance problem at day schools is most difficult, but progress is gradually being made

Qualified inspectors visit all classrooms, except those in the more northern schools Under arrangement with the provincial Departments of Education, the services of regular public and separate school inspectors are utilized except in the provinces of New Brunswick and British Columbia where there are special Indian school inspectors. In addition there is a medical inspection and department officers given constant supervision to the vocational training.

[illegible] Indians

Continuation and high school work is taught at several of the day and residential schools. The more advanced pupils in those residential schools that are situated close to municipal collegiates are benefited by secondary training, in competition with white children There were approximately 230 Indian students not shown in the tabular statements, attending public schools, high schools and colleges in Canada. The department in the case of most of these, assists with a grant from parliament appropriation.

No new building operations were undertaken. Minor repairs only were carried out in order to keep buildings in a good state of repair.

The expenditure for Indian education for the year shows a decrease of $292,734 28 as compared with the previous year, this being mainly on account of the deduction in per capita grant to residential schools The department however, was able to maintain its educational services in full

PUBLIC ARCHIVES
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Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 3)
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1-1-1

[illegible] 2 th. 1[illegible].

[illegible] t e Superintendent General.

ith further reference to our
conversation regarding the past custom of the
epartment in the appointment of teachers for day
schools upon the nomination of the various Church
organizations, I would say that I have discussed
t is matter fully with Mr. Sutherland.

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e ur, that it would be in the interests of the
ef ient administration, and of the educational
value of our Indian schools if the practice
were discontinued, and the Department were left
free to exercise its discretion in the selection
of teachers.

Yours truly,

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DEPARTMENT OF INDIAN AFFAIRS
CANADA

OFFICE OF THE
DEPUTY SUPERINTENDENT GENERAL
OTTAWA

August 28th. 1933.

MEMORANDUM

The Honourable the Superintendent General -

With further reference to our conversation regarding the past custom of the Department in the appointment of teachers for day schools upon the nomination of the various Church organizations, I would say that I have discussed this matter fully with Mr. Sutherland.

He is of the opinion, in which I concur, that it would be in the interests of more efficient administration, and of the educational value of our Indian schools if this practice were discontinued, and the appointments made direct by the Department. It is understood, of course, that the Department would be prepared to give full consideration to all representations made by the interested Church authorities in the selection of teachers.

Approved
T. G. M.

Harold McGill

Deputy Superintendent General.

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KODAK SAFETY ▲ FILM

Winnipeg Free Press
27-11-33

ucation of Indian Children

By K. M H.

The Department of Indian Affairs has issued a report on the education of Indian children, on which enterprise more than two million dollars was expended last year by the Federal Government. Enrolment in the eighty residential and 270 day schools for Indians was 17,000, and the percentage of attendance, which has increased over the last ten years, was 76.36.

The residential schools are operated in connection with the churches, 44 under the Roman Catholic, 21 under the Church of England, 13 under the United church, and two under the Presbyterian. The report goes on to explain that good medical supervision has been arranged, that much thought is given to physical education, proper diet and sanitation, and that special attention is given to the overcoming of the fire hazard.

This report in effect differs little from those of previous years and any critic must concede that those in charge, whether of the Indian department or of the Churches, have only the best of intentions towards the Indian children. But that does not preclude the factor that those who have seen the schools operated for the Indian children and who have been in touch over the years with the graduates of these schools have serious misgivings as to whether Canada, with all the good will in the world, through the educational provision now given, is doing any service for the children whom it is so anxious to help.

It is possible that the Department itself has some heart searching, for one paragraph of the report reads:

"The practice of assisting the most promising and industrious graduates of Indian schools was continued. Approximately 250 young Indian men and women were helped to continue their studies or to establish homes. Except in those Indian communities where successful farming is found, the school graduate presents a problem which is very difficult of solution. The Department and the Churches interested are trying new schemes and searching for better methods of helping the young people to establish themselves."

The criticism levelled against Canada's efforts in Indian education is that the Indian schools where the Indian children are segregated, do not fit the children for a place in the white man's world, and totally unfit them for a place in the Indian mode of life. There does not seem to have been a sufficient effort made to study the situation from the point of view of the Indian. These children come from the reservations. It works very indifferently with any people to attempt to superimpose another mode of life on that to which they are accustomed. It is next to an impossibility with Indians. Yet the Indian schools state that special emphasis is placed on domestic science, manual training and agriculture. Is that emphasis placed in relation to the facilities which the pupils will have when they attempt to put theory into practice at their homes, on the reserves, or is that emphasis with the best intentions—directed by the best of practice among white people?

Home life on the reserves is not an over-elaborated affair. If the criticism is justified, and it is too general and well informed to be a matter of much doubt, that, for instance, domestic science is taught the Indian girls with the aid of electrically run washing machines and electrically powered bread mixers, it is not going to be much help at the home lodge. The same is true of agriculture and of manual training. The Indian man is not keen on steady work at any time, and to suggest that he will take enthusiastically to seed selection, rotation of crops, and fine carving is the mark of an extreme optimist. It should be remembered that his history, and pretty recent history, at that, is to find his food by the chase, the stream—with any agriculture done by the women. Therefore, elaborate teaching in agriculture is simply endured by the Indian students, and to judge by the now years of results, is promptly and most effectively forgotten.

Over the years education of the Indians has not been a success. It has not lowered the death rate, especially from tuberculosis, which disease is fostered by poor housing, and unsuitable diet. It has not raised the status of Indian life on the reserves. It has not increased the numbers of Indians who have taken their places in the life of the Country.

In the few places where progress has been made among the Indians it has been notably on those reservations directed by an agent who had knowledge of Indian character and of the possibilities, economic and human, with which he had to work.

Canada has spent millions on Indian education, and is still spending, and that ungrudgingly. The gesture apparently satisfied the white citizen's feeling that he owes something to the red man and is determined to pay it. But it is too easy a way which contents itself with handing over money. There should be intelligent planning. It is always very difficult to fit civilizations so alien in ideals as the Indian and the white, but where there is respect and goodwill on both sides, as there is in this case, the task should not be an impossible one.

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H. H. ROWATT
MINISTER
ROY FERGUSON
FIRST DEPUTY MINISTER

11.

OFFICE OF
THE DEPUTY MINISTER OF THE INTERIOR
OTTAWA, CANADA

2nd December, 1933.

Dear Dr. McGill:

I am attaching hereto the clipping from the Winnipeg Free Press which we spoke of yesterday, dealing with education of Indian children.

Yours very truly,

H. H. Rowatt

Deputy Minister.

Harold W. McGill, Esq., M.C., B.D.,
Deputy Superintendent General of
Indian Affairs,
Ottawa.

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December 8th. 1933.

Dear Mr. Rowatt,

Your letter of the 2nd. instant enclosing clipping from the Winnipeg Free Press reached me this morning. I was very glad to have the opportunity of reading this article on the Education of Indian Children, and I have passed it on to the Schools Branch of the Department.

Yours faithfully,

Deputy Superintendent General.

H. H. Rowatt, Esq.,
Deputy Minister of the Interior,
Ottawa.

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House of Commons
Canada

Alberni.B.C.Dec.29th 1933

Dr.H.W.McGill M.C M.D

Deputy Supt.Gen.of Indian Affairs

Ottawa

Dear Mr.McGill

I have heard a rumour that your dept contemplate abandoning the system of residential schools for Indians and depending only on day schools ,retaining one or two residential schools for orphans.

I trust it is not correct.After living on this coast for 42 years during 10 or 11 years of which I was Indian Agent for the whole West Coast I am in a position to judge the effect of the two systems.

When I was first Indian Agent,both systems were in use in this Agency and I had the best of chances to see the results.

The Boarding schools did good work hampered by the then antagonism of the Indians who did not like to part with their children.Now the Indians are anxious to send them to the residential schools as they see the benefit.

When I used to tell the Indians that if they did not wish to be forced to send their children to the boarding schools ,they should make a point of seeing that they attended the day schools which were then held on several of the principal reserves.Despite that,my experience of day schools was that they were a joke,almost entirely useless.

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The exceptional child or the child of exceptional parents did fairly well but the vast majority were no better. It was always left entirely to the choice or whim of the child as to whether he should go to school or not and you can guess the attendance. Apart from that the Indians move about so much according to the season and the opportunities of fishing that their children could not have attended well if they had wanted to. I have seen children with an ostensible attendance of 4 or 5 years at day school and they did not know the elements of reading or writing. The results of the boarding schools were very different and are now a credit to the Dept. I feel strongly on this as I would hate to see the Dept adopt a policy that would be bound to undo so much that they achieved in the past. In ten or fifteen years time the education of the Indians would be back where it was 20 years ago.

I would be much obliged if you would advise me by return mail as I would like to get it before I leave home, on the 3 following points.-

1st. Has the dept such a change of policy in mind?

2nd. Can I have a copy of the treaty or at least that portion of it dealing with education which was made some time shortly after Confederation, made between the Indians of the 3 Prairie Provinces as we now know them and her Majesty Queen Victoria. I think it was made in her name after an investigation by a Royal Commission.

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3rd. A copy of an agreement or a blue book containing it, made a few y-ears ago between your dept and the Indians of B.C. They had been agitating for treaty rights claiming that no definite treaty had ever been made with them and claiming that therefore all B.C belonged to them.
An arrangement was made to take the place of a treaty and I have a firm impression that it contained a clause guaranteeing the existance and I think the extension of the boaring or residential system of schools.
I may be quite wrong but I think the first named treaty and certainly the last named agreement contained promises of education facilities being given the Indians and owing to their nomadic mode of life I submit that this will not be afforded by a system of day schools on the reserves.
I question even if it would be much economy if that is the idea. There would have to be so many day schools in out of the way places to accommodate small and remote bands. These Indians are not like those on the Prairies. There may be only 25 or 50 in a band and they may be 20 miles from any other band or even if nearer, be entirely cut off by impassible woods or a sea trip too tough to negotiate half the time.
I trust you may oblige by sending me the data asked for as soon as possible. I do not want the whole treaty, merely the part dealing with education.

Yours faithfully

"."Neill

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Ottawa, ... 192.

Mr. .....

Please report on attached letter and return it to the office of the Deputy Superintendent General.

Do not file.

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January 4, 1934.

Dear Mr. Neill:

I have your letter of the 29th ultimo, with reference to continuing the system of residential schools conducted for the benefit of Indian children.

The Department has given no consideration to the abandonment of the present system of residential schools and is not contemplating any change in its present policy. At present, however, it is not proposed to extend the residential school system. It is considered, in a case where further school facilities may be necessary, that the day school would meet requirements. The Department endeavours, in so far as funds permit, to keep school buildings and equipment in good repair.

I am forwarding, under separate cover, a copy of Indian Treaty No. 4. This is similar in all respects to the other treaties made with the Indians of the Prairie Provinces. You will observe that it was agreed by the Treaty to maintain a school on each reserve whenever the Indians of the reserve should desire it.

I also forward a copy of the report of the special Committees of the Senate and House of Commons regarding the enquiry into the claims of the Allied Tribes of British Columbia.

Yours very truly,

Deputy Superintendent General.

A. W. Neill, Esq., M. P.,
Alberni,
B. C.

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DEPARTMENT OF INDIAN AFFAIRS
CANADA

OFFICE OF THE
DEPUTY SUPERINTENDENT GENERAL
OTTAWA

January 5th. 1934.

MEMORANDUM.

The Honourable the Superintendent General -

1. Beauval, Sask.
2. Albany Mission, Fort Albany, Ont.
3. Providence Mission, Fort Providence, N.W.T.
4. St. Bernard, Grouard, Alta.
5. Vermillion, Fort Vermillion, Alta.
6. Sturgeon Lake, Calais, Alta.
7. Wabasca C.E. Wabasca, Alta.
8. Wabasca R.E. Desmarais, Alta.
9. Whitefish Lake, Atikameg, Alta.
10. St. Bruno, Joussard, Alta.

The above is a partial list of residential schools in connection with which the Department pays a per capita grant. In these cases the Department did not build the schools and does not exercise the rights of ownership. It is noted that the last seven in the above list are in one agency, i. e. the Grouard Agency.

In a number of these cases the Department is being asked to assume financial responsibility and to pay grants towards the capital costs of the buildings, besides making additional grants for additions, repairs and maintenance. In at least some instances there are undertakings on the part of the Department to furnish certain financial assistance. Many of the arrangements made in the past in this connection have been verbal in nature and the terms are not of definite record. It would seem clear, however, that in some, if not

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all cases the Department is obligated to some degree at least, but the lack of written records and agreements makes it very difficult to determine the nature and extent of this responsibility.

The fact that the Department has undertaken the payment of per capita grants implies a certain responsibility for the up-keep of the buildings, if not for the capital costs.

In my opinion it is necessary that the Department adopt a general policy for the purpose of dealing with these difficulties and I would respectfully offer the following suggestions for your consideration :

(1) That the Department of Indian Affairs undertake the payment of per capita grants and any financial aid towards the cost of building only when the prior authority of the Department has been granted. This authority should cover such matters as site, size and nature of school buildings.

approved J. G. M.

(2) That such authority in all cases be set out in a formal and definitely worded agreement for the guidance of Departmental officials, as a matter of record and for the purpose of avoiding future misunderstandings.

approved J. G. M.

(3) That the schools now operating by authority of the Department as recognized by the payment of per capita grants be assisted from time to time as circumstances warrant and financial conditions permit.

approved J. G. M.

(4) That the various missionary societies be notified ~~that in future building projects undertaken without the sanction of the Honourable the Superintendent General of Indian Affairs will not be considered at a later date for authority and recognition.~~

J. G. M. of the above rulings

All of which is respectfully submitted.

Harold McGill

Deputy Superintendent General.

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Can the Indian of B. C. be raised to a standard of citizenship wherein he would be obliged to be responsible for his own responsibility, rather than full enfranchisement.

Because of depression necessitating economy men are perforce taught to think in terms of saving expenses. But how many have really thought of the now operating construction of the economic world? It effects everyone as individuals because of this it naturally is extended to wider relative fields; from families to communities, from communities to governments, covering in its scope governments or committees which govern industries: commodity circulation, governments municipal and federal. It matters not what business one adheres to economy has perforce to be practised. In governments of countries, departments are effected; during the past few years estimates have been returned for paring at every session of parliament. The common dollar is not in circulation and therefore could not be had in taxation direct or indirect, hence the department of Indian Affairs as all other departments, is obliged to exercise the utmost economy and now feels as though the bottom is about to drop out, finding itself with thousands of dependants on its hands, what is to be done? We in B. C. have felt the pinch; grants have been cut temporary, but when will this reduction be returned? Whole departments for the time being have been laid aside. What then can be done? Can we carry on with these cuts? Can we, as members of departments efficiently carry our load with such handicap? Reconstruction, what does it mean and where are we to begin? Thoughts take one back to the early days and for a brief moment we must dwell on conditions leading up to the present situation. There are one or two outstanding thoughts which should command our attention.

(1) The Indian in Canada is in his Fatherland; this is his home. He cannot, like the Chinese or Japanese, be repatriated, for he is in the land of his birth. He is therefore not a foreigner and much more so than his white brother has he a right to his just living. He is the aboriginal and must be absorbed into the body politic.

(2) This absorption must be done as quickly as possible for it will relieve the populus in general of a large amount of taxation. The Indian is human in every sense of the word; like every other aboriginal tribe he was found with social relations built about a sense of religion. This religion had with it a centralized deity which was greater than himself and must be taken into consideration at all times and in all places. His worshipful instincts were easily appealed to and he was quickly led [redacted] citizenship of the Kingdom of God. This citizenship holds within itself the one thing which breeds loyalty, patriotism and independence.

In order to best see the working of this change one must of necessity see the beginning. We find the Indian in his original state knowing no responsibility. He lived upon the animal, vegetable and fish wealth of the land over which he roamed in freedom. He ambushed and scalped his tribal enemies. His system of hygiene was worked out in his nomadic nature; he wandered and in that wandering, while unaware of it himself, he was able to keep himself fairly healthy and at all times fit for the chase. He left behind him as he roamed, his refuse and nature did the cleansing work. As a result then our early white migration came into touch with a race healthy in its own crude mode and manner of living. His system of eugenics was linked up in a great many ways with his mode of warfare; fighting in ambush he annihilated if possible, but in some cases, saved the daughters of his enemies to become the mother of his own sons, children in this way keeping high a standard of breeding.

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He spurned cowardice. A brave became a brave by enduring extreme torture or by roaming in isolation sometimes for long periods of time, garnering his keep from nature's inanimate and animate life. Stoical in the face of danger he faced death because he expected it to come at a certain time and very often in a certain manner.

The Indian's folk lore and ceremony were wonderful and beautiful and to himself real, becoming a part of his life.

His one big responsibility in life was to keep his bodily appetite appeased. He ate when he was hungry and hunted when his larder was empty. Seasonally he preserved by his own methods the fruit and roots of the wild, while the fish was put through a process of sun drying. These served him for winter food together with the meat of the chase. He understood nature and utilized her for his own essential bodily sustenance.

He was not without superstitions. Consciveness to his traditions was a marked characteristic and with his superstitions they had a great deal to do in governing his life and forming his habits and mode of living.

The white man then coming into the land found a people unique who at first showed a polemic mind but soon was induced to smoke the pipe of peace. Trade followed barter and fire-water. The Indian was sadly exploited, finally found out his weaknesses the white man took advantage of him, seeing Madam Cloth's weakness for gaudy colors the Gentleman Indian paid dearly with his furs to satisfy this weakness. Values being unknown to him the Indian was induced to pile barrel high the old fashion Hudson Bay blanket in order that he might become the proud possessor of the white man's weapon of killing.

Then follows the prospector of every blood and land, who again in their turn took advantage in many other ways, worst of all morally, for the Indian came into contact with, in the main, a very low type of white man who brought disease. Following this, settlements and the rounding of the Indians into reserves and forcing upon him the white man's mode of living, blocking nature's work and making possible the spread of disease and the development and spread of tuberculosis, were the conditions into which the Indian was rudely precipitated, resulting in the fact that until late years he has been a dying race. To-day we can safely say that he survived the ordeal for statistics show that he is increasing again numerically.

The country for a time, through its own lack of forethought in its system of development and seeking for gold, practically forgot that it owed a dying race a certain debt; yet whatever induced her, she turned her eyes to look into the cause of the Indian and she found a situation which called for rapid and timely attention. The condition was such that it would demand years of patient and constant care. Canada also realised that the co-operation of Christian principles was necessary in the reconditioning of the race. She therefore asked the help of the churches in her undertaking and we now find the church and country working hand in hand accomplishing slowly but surely a gigantic Canadian task, which extends itself in its appeal to all true Canadians who realize the existence of a common brotherhood.

Absorption in itself means or presents to the casual thinker, perhaps only one thing, that is intermarriage between the whites and the Indians. In looking into this part of the work, men who have made a study of the situation find a great deal of other blood, principally white, and where this is so it has not always been good. Very many times we find the mixture has been much for the worse. The halfbreed who is recognized as neither Indian nor white man is a curse to the

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country and a menace to the uplift of the Indian. Absorption by mixture of blood in inter-marriage cannot be advocated. It must be applied only to a status of Dominion citizenship; that is keep the Indian separate, letting him live as a race within the land but see to it that the system of absorption will raise him to a higher standard of citizenship, making him a citizen of whom we can and will be proud.

We have hereto for expended large sums of money and energy but what has been done? Nothing but to create Indians who parade under the name of Indian and hang to the apron strings of the Department of Indian Affairs, so to speak. The work is terribly disjointed and needs some welding and amalgamation. In order therefore to carry on economically and for the best of all concerned a minute study of the problem sectionally would have to be made together with the Indian's general relation to the population as a whole, taking into consideration the weakness of the Indian and his easy fall to many temptations.

Conditions and occupations at the coast are much different than in the Southern Interior of the Province and likewise the North differ widely from the South; sectional study involves the necessary industry and therefore occupation. In the Southern Interior of B. C. you have an extensive fruit growing and mixed farming occupation while on the Coast the occupations vary from mechanical work to lumbering and fishing. In the North you have fur trading and lumbering. In order therefore to make a success of the Provincial Indian situation it has to be studied sectionally.

It follows then that the Indian must be taught to adapt himself, first to his environment, secondly to take care of his own physical needs in such a way as to become a responsible citizen wholly manning and maintaining his own Canoe of Life. He, on the coast, must be given a liberal and useful education in the art of building, ways and means of fishing, the art of boat building, the care of and how to handle gas engines, the care of and how to handle cannery machinery. He, in the Southern Interior of B. C. must be taught agriculture in all its phases, cattle husbandry, dairying, fruit and vegetable growing, how to lay out and build his irrigation ditches and to irrigate, how to cultivate, spray and prune his orchards. He, in Northern B. C. must be taught how to farm where it is possible, fur farming should appeal to him and he could be taught to grow fur in his own backyard and also the art of conservation of fur on his trap lines, and he should be taught lumbering and conservation of timber which should be realized in this industry.

How then is this to be done efficiently and with the least possible expenditure? Simply and solely through a system of education beginning in the day or residential school and at the age of seven years and by a definite and concrete following-up scheme.

A definite academic education must be provided and in all cases and stages using the Provincial curriculum, setting at least an average standard of high school entrance for every child. This is not an impossible task if ages are adhered to and a constant attendance enforced. The Indian child shows considerable aptitude in absorbing and retaining academic subjects as they are taught to-day. Mentally, except for a language handicap of one year, he progresses equally with the white child. Intelligence tests given and I.Q.'s. taken show some to be as much as a year and a half older in intelligence than they are physically. Since then we have a mind which can be readily developed, it can also be taught to control technically the physical faculties. Here again more than average aptitude is shown and it leads one to believe that secondary advanced education would be a very ideal educational development to follow, leaning up to trades and industries

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best suited and adapted sectionally for whatever part of the Province the child is expected to live in after school life.

The residential schools for the past, in some cases sixty years, has been a very great factor in the uplift of the Indian and is still one would think, the ideal of all modes of education. It is centralized. It overcomes also a difficulty in the Indian make-up, that of irresponsibility, for his child when in the residential school is controlled by those whose only concern is the advance of the Indian to common citizenship. while the Indian is aware of the responsibility demanded of him yet his utter indifference to things essential to future welfare hinges entirely upon the native ;eculiarality of being sensitive only to the needs of the day. He therefore applies himself and works all his dependants into this unfortunate trait. The residential school takes away a great many difficulties and makes education more thorough, but are they altogether the best? Are the difficulties which they dissolve after all insurmountable if handled in other ways? In the beginning the residential school is an institution which belongs to a time of prosperity. Only governments can carry them on and that is why residential schools are worked to-day. They are expensive financially and [illegible] expensive standing brakes to the rapid and thorough absorption of these people. As they are, revised for to-day they take away from the fact that very responsibility which they themselves are trying to instil. These institutions feed, clothe and educate an Indian's children during the most expensive period of his child's life. A graduate becomes a father and is blessed with a family for which during school days he is taught to take the responsibility, then the school takes it out of his hands. Surely that is not the way. The Indian must be made responsible for his own support at once. It may take a thousand years to bring him to that position wherein he will take that responsibility. Give him the responsibility of his child and you have made the rapid road to citizenship. One might suggest that a set sum towards the education of his child, in other words tax him and listen to his appeal. It would take a department of soldiers to administer this money for he never has any when it comes to helping to take care of his child in one of the residential schools. Follow this system up and we find that when son graduates and finds that father had no responsibility in his rearing, the son declines to take any responsibility of his parent when I old age. Stories have been told by responsible persons, who know what they are saying, about boys who are graduates of these institutions, sitting by the fireside in comfort when his grey-haired father shoulders his shovel and rocker and heads for the river to mud some in order that he might live and keep his communistic son. The residential school, while it is not retarding yet it is not conducive to the rapid uplift of the Indian, which could be set going, and maintained by a system of day schools with the residential schools to-day utilized as institutions wherein higher secondary education, academic and technical could be taught on the same basis and along the same lines as Junior High School are carried on but with a somewhat wider opportunity for technical and industrial education. This wider opportunity would be one great step in the right direction. As stated above it would make the Indian responsible for the care of his own family at a time when it most needs his care and instead of removing him of his responsibility it lays it where it belongs.

Through the day school system, educational expense to the Department of Indian Affairs would be cut in three or four. The average number of children cared for by one teacher in a residential school is about nine, this varies a little but runs between eight and ten; while a day school teacher would take care of from twenty to forty or an average of thirty, taking the province on a whole.

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By cutting down the educational expense greater medical care could be given in the way of placing a nurse on each reserve or with each school teacher and where necessary, an extra officer who could be termed truant officer. This officer being in touch with the school or schools always, could also be of some help to the Indian from the point of view of sectional occupation.

The Indian would by this scheme be obliged to feed and clothe his children and thereby he would be made to bare the burden of his own responsibility instead of, as stated above, the residential school taking this responsibility provided for by the Department and assisted by the church or denomination of whatever professed Christian religion the Indian happens to belong. The residential school makes responsibility much too easy for the Indian, as for example, an Indian who is a steady worker on the railway section, much to his credit, with a family numbering ten, have all but one been through a residential school, spending anywhere from seven to ten years in the institution. Two girls married shortly after graduation; two boys to-day are working on the railway with the father and son-in-law. They have, between the three, an earning capacity of five dollars per diem and therefore, even though he is able, is not obliged to carry his own responsibility. It would seem that there is, under these conditions, no fostering of the growth of responsible citizenship but is rather retarding that growth. Anyone would be very foolish not to avail themselves of such opportunities if allowed. Why should he make any effort to raise himself to any prescribed status of citizenship?

It is true this would work a hardship in some cases, perhaps not a few, but when a man is thrown on his own resources it is remarkable what difficulties he will meet and surmount with a little help and encouragement. Again it would open avenues to the Department when not only the children but the whole race could be helped.

In these days of economy and cutting down of departmental revenues head of departments look for ways of escape. It is common knowledge to those connected with the Department of Indian Affairs that its present educational scheme is absorbing all its available revenue. It is obliged even to cut to the core the relief so many of these older Indians need. There is a cry for equality of recognition between the whites and the Indians. This is justifiable for the Indian has as great a right for the same relief and pension recognition. This could easily be accomplished without added expense if a change could be made.

The Indian in the Interior of B. C. could easily take care of more responsibility if given in a proper way and it would make him a much better man and citizen. It would be interesting to make a study of the Coast section in this regard. Surely some scheme could be found wherein a sectional scheme could be put into action which would deal relatively and with equal effect.

As stated above, the expenditure involved in the residential school cannot be cast aside and must be utilized to the very best advantage in making them advanced secondary educational institutions wherein a child could be developed according to ability and mentality. He would graduate from the day school a grade seven pupil and at the maximum age of fourteen. He would be able to take care of himself and also be in a position mentally and physically to be advanced in such an institution of advanced general education.

Parents object to sending their children away from home at the early age of seven years, fearing that the child will be obliged to do work which cannot physically do. These would have no hesitation, if asked, to send them to a day school and on the other hand, would have no hesitancy in sending them at the age of thirteen or fourteen to a school such as a residential school could be made.

In cases where it could be afforded parents should be obliged

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to pay a yearly fee of $80.00 to $100.00 so that the responsibility of his own making would not entirely be taken away from him when the time comes for his child or children to attend this higher educational school. Attendance to these schools should be made compulsory up to the age of eighteen years, and in every case possible giving the child an average of four years residential school life. While reducing the cost of education it would also increase the numbers eligible for that higher essential education, reaching in turn a greater number and again the Department of Indian Affairs and churches would reap a greater benefit by turning out these greater numbers. To give real justice to a child's education in a residential school an increase of per capita grant is necessary. The child is obliged to do too much manual labor. Actual labor should only take place during periods of demonstration and should be of short duration. Residential schools cannot afford to hire labor to do the work, especially is this so where agriculture has to be taught.

It has been abundantly demonstrated that the Indian child The more experience one has with the Residential school the more it is felt that the smaller ones should be separated from the older pupils. Residential educational systems have, wherever possible, what is termed a preparatory school. It is not thought the best to have children up to the age of twelve years attending with those at their tasks. Sometimes it is found that one child can influence another for good or for the worse. The Chief instinct is so preponderant that as a boy is given leadership he has to be watched very closely else he will make those under him his slaves. He will stoop to the lowest kind of bullying. Here again the day school would take the form of a preparatory school.

A child coming into the advanced school would not be so elastic and not so much subject to the bully. The influence for bad sometimes hangs long after school life has finished. One of the greatest problems in the Residential schools as we have them is the ~~ma~~jor influence upon the younger pupils. Many a very few realize or feel obligated to set an example to their younger fellow pupils.

It has been abundantly demonstrated that the Indian child of today can take an advanced education. Schools are every year now graduating children who have attained a high school standard, not a few of these advancing to matriculation or university entrance standards. Academically a few should be taken on and in so far as it is possible the Department of Indian Affairs should be ready to absorb them as teachers, stenographers and instructors. Wherever possible graduates should be employed. Whenever a boy shows aptitude and a tendency to responsibility, positions should be given him; to this aim the Department through its agents should work. Appeals should be made to the Province to utilize the Indian rather than any foreigner. Employers of trade should be approached, railways asked to employ Indians wherever possible on the sections. It is rather and feature of regular employment to find every nationality, Chinese, Japanese, Swedes, immigrants from Norway and the Balkan States given preference over the heads of young Indians who are anxious to make good, and given an opportunity would undoubtedly arise to the occasion.

The establishment of day schools, perhaps consolidation of reserves to accomplish this, making a two or more roomed school would be advantageous to the children as well as to the teacher employed. It would give an opportunity for a partially graded school and therefore more individual class attention. If a bus should be necessary, the driver could act as truant officer, as well as instructor in school gardening and general supervision of the Indian work on the reserve or reserves, by making a study of this and wherever possible a school could be erected. This should be done with a view to taking care of educationally not only the children but the parents as well.

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It is true there are a number of day schools in the province situated, in some cases, very remote places. One, two and three in an agency with, in some cases, unqualified teachers, and on top of that, a very poor average attendance throughout. They are too scattered and insufficient in number to place a truant officer in the district so duty is placed on the agent or assistant. Each of these officials, unless it is on the beaten track, makes no attempt to visit the homes unless demanded by the Department.

The Department appoints as inspector of schools a man who is conscious of his position and in the choice of teachers allows the agent or church or some sympathetic reason to have a teacher continue in the school who is not worth his board, without taking into consideration the monthly he receives. What use is a dog if he is not able to hunt, or assist in driving sheep or cattle, without these qualities he becomes an ornamental animal. Officials become paid ornaments if their advice is not taken, in cases at least of glaring academic inefficiency and at this time when teachers are so numerous and are clamouring for work. A mistake in choice is sometimes made by the best of men but that mistake can never be one hundred percent in every case. What business has the church or Department men in the field who interfere with the inspector of schools when the inspector knows his work and is doing his best to raise the standard of general education. There are too many wheels within wheels. Every possible assistance should be given a man who wishes to give his best but the hanger-on should have no place at all whether his inability comes through insufficient training, or because he is a good fellow who has been so long in the work and who has perhaps in many other ways done a great deal for the Indian. The education of the future generation must not be jeopardized. If more day schools were established then more regular attendance would be forthcoming, and the decrease in expenditure would warrant a full time truant officer.

Great care should be taken that the children are not educated away from themselves. Separate schools should be established so that in them the sexes could be educated along the same lines, reaching the same standard, numerically equalizing as much as possible. Human tendency is to link up with alike standards in education and society. This is applicable to the Indian and it should be the business of the system to see that no distinction is made but that each and every child should be given an equal opportunity to fit him or herself into the race as a race but not by blood absorption or inter-marriage. Unfortunately there are always those among the white race who will stoop to the lowest and in satisfying fleshly desires take advantage of the Indian girl, making her his slave. Indian parents also will sacrifice their girl's character to get a white connection, though the connection as a rule happens to be with the lowest element, hence the last state is worse than the first. By all means keep the race together by giving them an opportunity to get satisfaction educationally and socially within themselves, so taking away a great evil which has heretofore exhibited itself in the halfbreed situation which is a menace to the advance of the Indian himself.

I can now hear the churches crying out in holy horror but surely the churches can rise to an occasion which is for the good of the land, holding themselves to make allowances, and by some arrangement provide for the situation. If on the other hand strict adherence to church denomination is sought, then leave church division as it is. Let Anglican be Anglican but shift children from the Coast to the Interior or visa versa, establishing one or more residential schools to take care of advanced learning and one to take care of the destitutes, applying this method to the Roman Catholics and non-Conformists alike. These schools are already in existence and would not now be an additional expense in the scheme. Pride and prejudice must be a nonentity even as the Department would have to drop

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playing politics if this arrangement were to be carried out. Citizens of the Kingdom of God cannot be made unless fairness is shown. Fairness cannot be shown if we are going to lower ourselves to allow politics to play its part in the lifting-up of these people.

Since the Indian has taken the first step in citizenship, that of being responsible for his own family and therefore has approached to a standard of citizenship, the great question arises, what are these children going to do to maintain this first step? The parent has been made responsible in the first stage which naturally follows the child and therefore a following-up scheme must be forthcoming. A definite concrete following-up scheme must be ready for graduates. They are, in the schools, mentally equipped and during this period are shown how they can maintain themselves. Let me say here that an honourable discharge certificate and a mentally alert child is not sufficient to keep the child going in the way wherein he has been so carefully taught while in the school. Principals and teachers alike are not giving just service to society if their business is anything other than to equip and advance the children who come within their charge. They should guide them as far as they reasonably can towards self-maintenance and independence. It can then be truly said that the very definite lesson that first and always occupy the mind of every church or government institution and every teacher in these institutions is self-reliance and responsibility. Any individual institution which for any purpose seeks to hold up the success of these children is misusing God-given opportunities. Since this is the case let me ask the question, what is being done by the Department to nurture and maintain this spirit of responsibility? Let me answer the question by giving a picture of what, under the present abstract system might easily happen. A boy is graduated from a school wherein he has been studied and has been led to follow farming. He has shown an interest in all phases of agriculture. The boy graduates, goes back to the reserve which he now calls going back home, and finds there a few acres of land on which he is expected to carry out that which he has been taught. After years of living within a school where his meals were regular and good, clothing warm and sufficient, baths regular, and a good clean bed wherein to sleep nine hours a day, the boy finds himself at the age of eighteen saying my mind will work but my hands are tied. I have no house, I have no machinery, I have nothing, only an education which now I would be better without for I would, in my ignorance, not have known anything different. Again the natural instinct tells him he must mate and perhaps take unto himself a wife, who also has been through a school, increasing step by step the responsibility. Then, through the blessings of God a child makes its appearance, the boy with a wife and child to care for, will if he is able, use his education honestly and in an honest way take care of himself and his dependants. If he cannot then he will use some other means, it makes no difference so long as he can get enough of this world's goods to supply his needs and the needs of his wife and child. He falls into the hands of the law and is sentenced for supplying, stealing, or cattle rustling, and is branded a criminal in carrying out his duty as a father and a husband in caring for his legalized wife and child. With all good intentions, perforce driven to the wall, when a little thoughtful help at his graduation would have made him a desirable citizen. No one of an official capacity visits him or takes an interest and one more Indian has come to be watched criminally is all that is officially recognized. He at least lives in close proximity to the clutches of the law, not an honourable citizen as he was taught he must be, but one that becomes a liability. Again there are always white men who will stoop to use an Indian for his (the white man's criminal advantage. This is in so many cases unfortunate but true.

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In not a few of these cases an Indian gets work, and on the strength of this runs a bill at the local store and paying up as the weeks go by. When his work finishes he never thinks of his bill and leaves an honestly contracted debt unpaid. Work again comes his way but he goes off to another store, and so on. Here let me ask would it not be much better for the Department to allow some means of collection in this regard? Yet a just debt remains unpaid because the Department's agent says keep off the reserve, you cannot take his horse or his cow or his beans, nor can you take his money. Again Indians who are to a great extent making good, by having been given help initially from the Department, can purchase a car, which is in almost every case his ruination, and can if he wishes run this car over the bank or can ruin it mechanically, and the dealer has no comeback as the Indian simply says take your car back I am finished with it whereas if he knew that his beans or horse or cow could be taken for part payment of a just debt he would not be in a hurry to purchase his ruination. It is said that dealers have no business selling to an Indian as he knows he cannot collect, while another says do not worry the dealer made the Indian pay enough initially for the car and has been well paid for it, is this the proper viewpoint to take? Does not it likewise instil in both the minds of the Indian and the dealer dishonesty? Surely it does, for if the dealer knew he could get his own, as he can out of every other citizen he would be more inclined to deal honestly. The Indian also knowing that he would have to make his regular payments would not, in the first place, be inclined to risk more than he was able to pay. It is true in cases among the whites there is no sense of honour and dealers are obliged to take great risks and for these risks the faithful generally have to make payment. One never sees an opportunity for wholesale daylight robbery, as it were, as is the case with the Indians almost all of them by the fact that they are not liable to pay bills are in that fact liable to be made dishonest citizens, men for whom no one has respect. The church and schools can teach until doomsday and their combined efforts cannot avail for the gross wrong that is being done to the Indian at the present moment. He parades under the name Indian avails himself of his privileges, and laughs under the skin at his own wiseness and ability to get what he wants and cheat without restriction almost. The railways running through our province do more for the uplift of the Indian than the Department, for where an Indian earns his living off the reserve, the Department places him in the same category with the white laborer, hence his monthly wage is liable to guarantee by his debtors. If he allows this to happen a second time he finds himself without a job. This I am sure is teaching responsibility and just what is needed to make an honest citizen. This could easily be done and profitably extended to every Indian on the reserves by utilizing the agent or his assistant to carry out just and fair collection of fairly contracted debts.

Interested enquiry into the assistance given by local agents to local business men show that, in so many cases, the agent and his office does not mean a thing to them in the way of assistance to collect debts. There are cases where local business men have been of material assistance to the agent and if this was co-operatively utilized its reflection on the Indian would be of great benefit to his uplift. Not all business men are out to exploit the Indian, some are ready to help in every way possible. These men should be given every support but they are, in so many cases, fighting a lone battle. An Indian is allowed to run a bill, through the kindness of the merchant, and pledges in good faith an amount of his monthly wage, his bean crop, or his apple crop, or his fur harvest, or his fish harvest but when bills fall due and he is approached, he leaves and goes to the Chinese store next door. Here the Indian can buy or gamble as he sees fit, and is exploited, robbed of his character as well as his money. One finds that the Indian will do his business on Sunday through the back door of a

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Chinese joint rather than a week day, through fear that the honest merchant to whom he is indebted, will see him. This situation is a reflection on Provincial authority for not enforcing the law and it is also a reflection on the agent who should interest himself enough to see that his Indians were morally and Christianly protected. Many a time it is asked what the church is doing. The church does a great deal for the Indian in his youth but what can it do but condemn the Indian together with the prescribed inefficient process of Indian uplift.

In the Thompson and Fraser Valleys there are many Indians who are sel-supporting and many more could be made self-supporting if made to realize that their debts should be attended to before potlatching and powwowing, spending everything overnight when they should have plenty to keep them over the season. Conditions of this sort need not arise if the proper supervision is given and a check made by keeping in touch with local business places, especially Chinatown stores. Local business men should be able to co-operate with the agent in being able to go to him for action in cases where fairly contracted bills should be paid. Allowing the Indian to fall into dishonesty is the very opposite to that which he is taught during his school life.

Indians who are steady workers have also been helped by the agents to evade Poll Tax, which is a direct evasion of responsibility.

Under the present working conditions with such meandering arrangements it is no wonder that some of the Departmental officers who have the uplift of the Indian at heart, cry out in disgust at the way the work is carried on and especially when politics are allowed to govern. The principals of schools without exception, must dread the day when their boys and girls have reached the age when they slip over the threshold of the school no more to return as a pupil. The task is not impossible if all were in the work for the work's sake and the above loop-holes were covered.

The following-up scheme should be carefully considered and as the foundation for this scheme should be well and truly laid during the child's period of school life it would only remain for the Department to enlarge or build upon that foundation. No one can gainsay the fact that foundations for citizenship are laid in any educational system. The Indian work then should be carefully fostered and nurtured in its growth.

For the Interior of B. C. the community system of settlement would undoubtedly be the ideal as it would well take the place of the reserve and so called rancherie. Indians are fond of social life and if this fondness can be guided in the proper channels then we have gone a great way in our upward progress. Thirty acres of land is sufficient to take care of a man and his family, and with intense cultivation such as that which should be taught in the schools, an Indian would become self-supporting in a very short time; providing, appointed officials were capable of doing their work and interested themselves in the Indian and his welfare.

The Interior on the whole could easily be organized. The water question being the big problem in the community system. Church, school, and Departmental supervision could more easily be carried on and maintained and an immediate status of citizenship, established. Situation of reserves should be chosen with a view for present marketing conditions, some of the reserves now set apart are ideally placed and should be utilized. There should be no difficulty with co-operation between the Province and the Dominion in setting apart new reserves if necessary, for in the cause of the Indian, it is a common one to all.

The Interior of B. C. is ideal and presents many opportunities for mixed farming by which a farmer can readily provide for his needs. Purchases he would be obliged to make, over and above his own productions could easily be provided for with a few tons of potatoes or a few tons of hay. Car lots could always be made up in a community whereas individually it would be much harder and almost impossible. The Indian does not need big holdings but with a number a great deal of successful concentrated work could be done.

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If the Indians of the southern Interior of B. C. were taken care of in this manner, it would in turn care for one-third of the Indian population, which in itself would be of some material benefit to the Department. This scheme of community settlement would demand a means of regulation. Initial expenditure by the Department would have to be made and therefore an investment, inadvance, to the community. Boys placed in their settlement should be obliged to pay interest charges and a small portion each year on the principal, so that over a period of years full return would be made to the Department. This would place some responsibility on the holder, which in itself would make him put into effect that which he had been taught.

The land so distributed, when paid for, should be ceded to him as his property, not to be sold or traded, but for perpetuation by will to his next of kin, male or female; or dealt with in like manner and according to Canadian Law relating to any other citizen of the land.

Old time Indians who value their property by the number of dogs and horses they have should not be allowed near such a community settlement. The younger Indians of to-day are crying out against such, stating that they are a hold-up to their advance. While one can has to be careful in accepting this statement, coming as it does from boys who have been through school, for very often these lads feel their status in education and become agitators of a kind. Nevertheless it shows the desire to get away and to cast off, wherever possible, handicaps of this kind.

The Coast situation would represent a difficulty, the fishing industry taking the Indians from place to place, but by careful study a great and substantial change could be made and a successful scheme evolved. On Vancouver Island there is an opportunity for agricultural development which should in every way be fostered, and the Indians induced to stay on the land.

In this manner work officially would take upon it a concrete nature giving those in charge a better opportunity for getting away from forced abstractness. As mentioned above, a sectional study should be made and should cover every aspect of the work, from the school teacher to the commissioner. What good would an agent be if he were unable to look into the agricultural pursuits of the school graduates in an essentially agricultural area or agency, especially if the child was taught agriculture because sectionally it was his only pursuit? One sees an advertisement hanging in the local post office wanting a man for constable who has at least a practical knowledge of agriculture. The Department realizes the necessity for this and an appointment is made, after a great deal of political pull, of a man who does not know the difference between a Holstein cow and a Durham, or a variety of wheat from a variety of oats. The thing is absurd, yet in some cases, is a reality. Agents likewise have been appointed, so great care should be taken, especially in regard to agents and their assistant It matters not what race or age within that race is being dealt with, if the official is unable to advise and keep occupied the people under him, then he is only an expense to the Department and shortly becomes a hanger-on and is moved from place to place and is, to use a common proverbial phrase, a round peg in a square hole.

Occupation is the secret of success in any line of work. If a teacher is unable to keep his children occupied, he has chaos instead of order in his classroom. This applies to every class of work. An official should be able to make an intelligent survey of his work, and if at all interested, he will do so without delay on his appointment. He will call a meeting of his Indians, ascertain their ideas and be prepared to make recommendations. A bluffer, delinquent, or incapable person has no business to be in the work, and the Department of Indian Affairs should not have to endure dictation politically. It should have no sympathy whatever for inaggressiveness of for a man who expects to do a day's work beginning between 10 o'clock and noon and finishes at 2 o'clock in the afternoon. The work itself demands a full day's work. Equilibrium of service is a studied

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necessity; delinquency gives the Indian a chance to come back. Remember aggressiveness with good judgment, sympathy for the Indian, and patience is our need in the field. No sympathy should be given to men whose habits are not ideal; slothfulness, drunkeness, immorality or even indifference should not be for a moment tolerated.

It is universally known that the church, no matter what branch, sets ideals of measurement in moral and social life. Every official therefore should be ready to set a church example and attend his own services with regularity and frequency. While this is a highly commended virtue it also excites conscientious scruples which in every person genders to efficiency, regularity of habits, and temperance in all things. Choice of fit men is not a mere position filling act but the use of retrospective individuality as well as possible recognized ability to conscientiously and efficiently carry on the work so far as it is physically and reasonably possible, is required.

An official's work is not to toast his feet at the fireside, reading a novel and waiting for the work to come to him but rather, by studying his problems he can see possible complications or necessities and is ready to meet them. Emergencies arise in every sort of life but the man who is obliged to treat everything as an emergency is short of individual energy and therefore a menace to whatever part of life's realities he has contact. How real these things become in the work and responsibility one has undertaken in playing his part in bringing these aboriginal peoples up to a standard of citizenship wherein they would become entirely self-supporting.

The Church truly plays its part in this great work but it is not always successful in every sense because representatives of the Department find it hard work with the church personel, rightly so in cases. Again the church personel find church sympathy very keen within the hearts of Departmental officials, especially where there is no example of church consciousness nominal church men as a rule find it hard to co-operate. Real churchmen as a rule, understand the reality of living in Divine touch with their God and fellowmen.

An official should not think in terms of money but in terms of Indian citizenship. It is true we all expect a living wage but when the higher things are thrown away for the less essentials or material things, we are missing the mark. Again if an official always is crying over being underpaid or he finds it hard to make ends meet or worse still allows bills to run, what kind of an example can he be to the Indian? He is a specimen of not much worth to himself, to the work, and to the Department.

Agent's assistants and clerks themselves centre their activities in laying for and arresting when they would be much better occupied in how they are going to occupy their Indians, and bring their law-breaking minds into profitable occupation. The comfortable tenure that his appointment hinged upon a knowledge of agriculture, fur farming, lumbering, fishing or mechanics.

Franchisement is one thing and a standard of citizenship is another. To be raised to full enfranchisement would perhaps necessitate the Indian's removal from the reserve or doing away with the reserve system. While to raise him to a standard of citizenship wherein he would be responsible for his own responsibility would leave him on the reserve, keeping the reserve system in vogue as it is to-day. The present system gives the Indian an opportunity and protects him in that opportunity of parading under the name "Indian". He gets what benefits he can, in most cases not a few, some of which have already been mentioned, and glories in his own ability of being able to hang on to the apron strings of the Department. Take away that protection wherein he is able to say: "you can't sue me", "you cannot take my cow, nor horse", "you cannot collect my produce money", or in his own mind the statement, "I am not obliged to pay my just debts if I don't want to", "you white man, you owe me a living anyway and why should I not get it",

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and you will see how quickly his attitude will change. Observe how careful he will be when he knows that through the agent or other authority he will be obliged to pay his way. Again by the day school system, he would be obliged in so far as he was able, to take care of his own family thereby making him entirely responsible for his own responsibility.

A step of this character taken would automatically put out of commission agitators, Indian and white, making the work pleasant as well as interesting. It is sad to say there are white men who exploit the Indians and are constantly advising him behind the scenes. The Department has had plenty of proof of this as letters are constantly received which indicate agitators are at work. In some cases however these parasites venture to display their individualized ignorance of the Indian situation and are a worse menace than knowing agitators, for the public is ready to accept anything on an agitative nature. Wrong impressions are thereby made, and falsified pictures are drawn of a work which should in no way be tampered with, especially by ignorance and amateurs.

There is a tendency for men in the field to lower themselves to the same standard as the Indian because the Indian is casual and unstable especially in regard to time. Punctuality is foreign to his make-up unless taught, but by careful teaching punctual exactic to be self, he will in time respond. Church and Department alike should be always ready to maintain an equalized schedule. The Indian is no sleuth, while he says nothing, he thinks alot and his thoughts are demonstrated in his actions. He will drop one whom he knows will misplace his appointments, he will scorn one who is not as good as his word and that by this modernized Indian, who is not what his father was, will say one thing and never think of carrying it into effect.

There are a great many weaknesses in the present day system which are foreign to a general stipulated cohesiveness that in itself has a tendency to create a spirit of cooperation in the Indian which in his original make-up was really not there. We are too fond of transferring obligations where possible, or shelving responsibility. This particular bit of work is not my business, it belongs to the Educational Department. I therefore put into effect what the principle to the school says: he wants your boy or girl and therefore he must have him. Instead of putting it the other and better way - the Department says your boy must go to school and since there is room I must have him. Agents should know their agencies and should be able to say I have so many children of school age, how many are you graduating so that I may know what to do. Families should be considered and good judgment meted out regarding those who first should go to school, simple but concrete co-operation. How many times principals are confronted with the story of how "you forced me to come to school" when if the agent and his assistant were really interested this would not be the case. Directly a shelving of responsibility is exhibited there is something wrong. There is no place for any but men who see and will take their responsibility of their own position and help others in their position, for God knows the work needs us all with every faculty alert and every pulse vibrating with the call of duty. No one should be afraid of the responsibility of their position, fear causes so terribly that which he fears to bring.

There are a great many Indians who have no scruples whatever and there are a great many white men who are ready to fraternize with these. There are also white men, sometimes those in authority, who will stoop to trapsetting for the Indian and will in good faith fraternize with him just for the purpose of getting the safety which goes with said information, when a case is brought up against the Indian. Cases have also been known where whites in authority have stooped to giving parties to make good fellows of themselves and claim for themselves a good-fellow place in the eyes of the Indian so that they might afterwards make use of the Indian and in being by the men who have the work at heart, brought up for hearing, have bribed or coerced the Indian into taking a false

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oath. Trouble of this kind arises in Provincial and Dominion relationships. Game wardens and provincial constables who are not square have no more right to have anything to do with the Indian than has a man in the Dominion employ who is of equal calibre. There are flagrant cases of men who under provincial law are freed from crimes which should put them behind bars for years.

One then would question the authority given provincial men by the Indian Act. One also would question the moiety given informants as a possible source of wrong in encouragement to cater to the Indian's weaknesses for material gains. It would seem impossible to separate the Indian from the grasp of Provincial authority yet one feeld that less opportunities be given to Provincial field authorities and more power of authority invested in the hands of the Dominion men, with a decent salary attached, so that he would not be confronted with the temptation to stoop to things of low calibre. Provincial authorities lie in wait to take advantage of the Indian when such should not be allowable. This weakens the hands of those who wish to do what is right and is also very discouraging, not to say anything of its degrading morals.

Regarding enfranchisement, the Indian Act is careful to state that enfranchisement shall not be forthcoming to an Indian without his consent and the consent of the band. This has been construed to read that a committee appointed may make choice of Indians who may be given the 'franchise with a proviso that no violation of any agreements made between them and the crown will take place. Enfranchisement would effect only a very few Indians for all of them have interest, more or less vital, in the reserve which has been set apart for their possession. Any Indian would be very foolish to ask for enfranchisement since he can enjoy so many privileges, shelving his responsibility in so many ways. He makes it a business to see that he receives attention, demanding it in cases.

The Act also reads that, 'In case any Indian given the franchise shall be given letters patent to all property which he has heretofore held in the reserve, provided he pay for such property and shall be classed as a citizen of good standing in the Dominion, possessing and enjoying the same legal powers, rights, and privileges as his Majesty's other subjects and shall no longer be deemed to be Indian within the meaning of any laws relating to Indians.' This cannot be done without his removal from the reserve and if it should so happen he should be taken far away from the reserve, his friends and relations, as it is possible for him to be removed, so that in no way would he be able to exercise these new rights and privileges on his own people. To leave him on the reserve would simply mean chaos and would undo everything which has been done. Think of the untold harm one man, with practically unrestricted access to liquor stores would do; though he may not be an offender in excess drinking himself, yet he could ruin a whole reserve in a very short time. It is also a well known feature among the Indians that they will all gather around their fellows and wouldn't they have a great time enjoying the white man's privileges suddenly thrown upon them? Jail the criminal yes but would it not be better for him to still be an Indian and to a degree at least could take care of himself, when like he is constantly in jail, the country would have to be wholly responsible for him.

As a citizen who would have sole right over his own property he could sell and presently one would find a Chinese vegetable garden in the middle of a reserve which would be a wholesale menace, with arms reaching to complete destruction of reserve, Indian, and everything else seemed a benefit. The Chinese menace is bad enough with restrictions but with no fetters it would simply play havoc and the Department would reap accordingly. By all means let us give the full franchise to those few who are eligible and who are to-day living, in every sense taking the responsibility of the country's making, and who are not living on the reserve, and who earn their own living, in every sense of the word.

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To those who are living on the reserve but earning their living off the reserve, e.g. laborers on the sections, farmers, etc., greater care must be taken. Beginning with this man comes the standard of citizenship which has been heretofore explained. He must be made to accept in every way the responsibility beginning with the care of his own family. This can only be done by the day school system followed by the higher secondary school education wherein he would be obliged to take care of at least part of the expense entailed. Then by a following-up scheme which can easily and readily become a very efficient means of caring for not only the few but would reach out to all. One sees a big initial expenditure in the offing but what are a few thousand dollars in making a recovery of millions over a very short period of years. It would also be a real beginning in the permanent uplift of these people.

It must also be remembered that the initiative must be taken by the Department and through its men in the field it can only be made a success. It therefore is important that men must be prepared to begin with what they now have on hand; a people who are in the middle of an educational transition period. The status now is worse than it was in the beginning. Education has been the ruination of many as it has been pointed out, but need not be if a regulation were made whereby those educated would be obliged to make proper use of their education rather than to use their development of brain to beat the law or get out of paying his just debts. Give him victim an opportunity to collect; take away protection of a wrong nature and protect him by making him work and pay as he goes. I am firmly convinced that in the course of a very few years the Indian west of be. would be so reconstructed that it would not only show a great reduction in expenditure but would also find the greater percentage ready to be given enfranchisement and to take it and use it as any other citizen of the Dominion.

In studying the Act one notes that a chief and a council are duly elected under the supervision of the Department, any member of which being subject to recall for certain stipulated crimes. This should be almost scrupulously observed; a chief who is immoral, dishonest, intemperate or incompetent should be removed at once and likewise with a councillor. This is one place wherein an agent can bring into play a real weapon that can be utilized so wonderfully for the uplift of the Indian but it is so very often neglected that it is more or less farcical to them. The Indian is very fond of position, so deprivation of honour as a rule hits them hard. Indians of the old school of thought, i.e. who tolerate potlatching, old time burial ceremonies or Indian practitioners in medicine should never hold a position as chief or councillor. Men who have risen above these things through Christian teaching and secular education properly used should fill these positions. What encouragement can one of the old school give to those who have gone through a modern school and what help would he be to the Indian agent? Every possible use should be made of the chief and the council, making sure that they realize their worth and that they are working in accordance to the Act. They should be regularly called together, their duties defined, and reports made on their fulfillment of duty, and minutes of these meetings should be taken and kept. Officials visiting reserves could very quickly ascertain what the Indians of the agency expected and were doing in the way of uplift. Another duty could be added to those already stipulated: "To keep all undesirables off the reserves, whites and halfbreeds alike." There is great need of more strict observance of the halfbreed situation. There are many who are neither white nor Indian but who should have some designation. It is a marvel how these men, here and there, come to our notice; some who are receiving reserve privileges and reserve protection which, taken away, would be a severe hardship on these men, their dependants, and their own or their wife's parents. These men should be given Indian status and handled accordingly. A survey of this situation should be made by each agent and an unbiased decision made. The situation calls for a line to be drawn where a district

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KODAK SAFETY ▲ FILM

district separation is forthcoming. Fish cannot be made of one, and flesh of another, clean up and begin anew.

The tendency is to take everything out of the hands of the Indian which is not in accordance to the Act. One common aim should be set through out. If franchise, then let us get busy and make those who are eligible take it as other citizens. If a standard of citizenship which will reach all is the aim, then let us together evolve a scheme, whether by getting opinions from selected individuals or by meeting on block. Whatever is to be done should be done at once. There is no time to waste in generalities or waiting to shelve responsibility. Ask one of the officials now in office in the Province to make a survey and to see that it is thoroughly and intelligently made. Let it be done by one individual who will not bluff the job off or to someone else which is sometimes so carefully and unscrupulously done in so many cases in government positions. Time should be taken to be thorough so that the information could be fairly studied and presented; perhaps [illegible] programme could be drawn up by which the official could be guided. Whatever is done should be done by one person and he should make it his business to see every worker, departmental and church alike. He should present the scheme to the Indians and get their opinions, and also to the councils where a great deal of information should be forthcoming, if these are called for by the agent, who could be of the very best alert and interested help to the official. If the official is not able to conduct a meeting (which by the way is not important) an official will not be able to make much of an Indian council interview.

There is in B. C. a very important position to be filled and if politics are kept out of it the [illegible] upon the whole, if possible, but if not, the best choice should make the work of interest and study. There is a great opportunity waiting, which many of the Department is keenly awaited by all, especially the men who are interested workers because the filling of that position means much to the Indian work of B. C.

App. 1. The educational standards of officials should be a real consideration. If at all possible men who have a college degree should fill all positions. No caretakers should be appointed who have not at least senior matriculation certificates. All other officials need to have a higher standard. A caretaker with only a matriculation certificate must not expect promotion unless a very outstanding man in the work and has amply proven his interest and worth.

App. 2. Rough schedule for survey work.
Education.
When first school established.
Effect on graduates from the points of view of uplift or degradation.
Percentage educated and now being educated.
The opportunities available whereby a child after graduation is enabled to proceed honestly in life.
How many, due to education, are holding positions which give them a reasonable living.
Percentage numerically showing responsibility of position.
Honesty, especially in being able to take care of debts.
Curriculum now in existence. Whether studied with a view to the advancement of the individual child. Whether studied with a view of successful sectional occupation.
The average academic graduation standard sought.
The time given to academic and technical training (comparatively) and whether the Provincial curriculum is strictly adhered to.
The opportunities given to pupils in their last years e.g. the girls in Domestic Science including sewing and housekeeping, and the boys in a trade which would be useful sectionally.
The encouragement, if any, given to advance higher academic standards

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A comparison between residential and day schools as to standards attained according to age.

Reserves

How best situated to be utilized in a definite following-up scheme.
How situated to put a day school system into effect.
Conditions now existing on reserves and in the homes, taking special notice of graduates homes.
If reserves would lend themselves to consolidation for educational purposes.
If in the event of consolidation would a bus have to be provided.
What advantages could be given the parents through the school other than making them care for their own children.
If for a definite following-up scheme less reserves should be allocated

Indians

How many are ready for full enfranchisement i.e. those earning sufficient for their own support and not living on the reserves.
How many living on the reserv who could easily be removed and given full enfranchisement.
How all could be raised to a higher standard of citizenship making a sectional study.

Agencies

Efficiency of agent and standard of his education.
His ability for organization of band occupation as well as individual Indians.
What use he is making of his council.
What reserve visitations he has made and what benefits the Indians have received thereby.
The truthfulness and honesty of the agent.
The steps he has taken to ascertain the bill-paying ability of his Indians.
Whether his office is up-to-the-minute, paying especial attention to reserve and family register and the use of departmental funds.
An index system could be kept without trouble.
The interest the agent shows in the education of the children and the sympathy extended to the agency institution.
The agent's regularity as a churchman.
The agent's regularity of habits.
Whether he is a police or an agent.
Whether he is able to oversee and advise on sectional occupation.
What the agent's assistant is doing other than arresting.
The sanitary conditions on the agent's reserves.

Church

Whether the church and the agent is able to co-operate.
What the church is doing to help education.

Hospitalization and medical attention.

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St. George's Indian Residential School

Originated by the New England Company

(The oldest English Missionary Society, founded 1649)

C P R STATION
C N R STATION
TELEGRAPH OFFICE
POST OFFICE
LYTTON 2½ MILES

VISITORS | THE BISHOP OF CARIBOO
| THE BISHOP OF NEW WESTMINSTER
PRINCIPAL REV A R LETT
BANKERS BANK OF MONTREAL VANCOUVER B C

Lytton, B.C., ...

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Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 3)
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1-1-1

February 8th. 1934.

Dear Mr. Lett,

I have to thank you for your letter of January 31st. with attached report. I beg to assure you that the matters submitted will receive my earliest attention.

Yours faithfully,

Deputy Superintendent General.

Reverend A. E. Lett,
Principal,
Indian Residential School,
Lytton, B.C.

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Indian Affairs. (RG 10), Volume 6001, File 1-1-1, part 3)
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February 22, 1934.

Memorandum:

Dr. McGILL.

With reference to the report of the Secretary of the Interior of the United States for the fiscal year ended June 30, 1933, you may be interested in the following comparison of the Indian educational work in the United States and Canada:-

UNITED STATES:	Fiscal year ended June 30, 1933		
	No. of Schools	Enrolment	Average Attendance
Non-reservation Boarding -	25	12,594	11,066
Reservation Boarding -	40	9,632	8,662
Day -	132	6,836	5,419
Total: -	197	29,062	25,147
In addition, Tuition is paid at public schools for a total of		39,061	
This makes a total of - for whom education is provided.		68,123	

CANADA:	Fiscal year ended March 31, 1933.		
Residential Schools -	80	8,465	7,613
Day Schools -	260	8,785	5,755
Combined White and Indian Schools -	9	175	119
Total: -	349	17,425	13,487

You will note, from the above, that we have considerably more schools on reserves and also that the average attendance at the reserve schools in the United States is approximately 78%, while the attendance at the reserve schools in Canada is approximately 77%.

The total Appropriation for Indian Education in the United States is $9,103,230. The figures mentioned above show that the United States is providing education for 68,123 children. The average per capita costs are therefore approximately - $133.

In Canada, during the fiscal year ended March 31, 1933, we had an enrolment of 17,425 children and an Appropriation for Indian Education of $1,712,223.06. This works out at an average per capita cost of approximately - - $ 98.

D. C. Scott

Indian Affairs. (RG 10, Volume 6001, File 1-1-i, part 3)
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When replying address
Commissioner of Dominion Lands
Ottawa

JFD/VGB

Please quote
File 4739-2 NWT

Department of the Interior

DOMINION LANDS ADMINISTRATION

27th February, 1934.

Dear Sir,-

As you are no doubt aware, this Administration provides for the maintenance and tuition of destitute orphan children of the Northwest Territories through the payment of an annual fee to the residential schools operated by the Missionaries.

At the present time consideration is being given to cases of children who have one or more parents living who, it is understood, are in a position to bear a portion of the cost of maintenance and education. These cases cannot be placed either in the category of orphans or that of destitutes.

It is felt that your Department has encountered similar situations and I should be glad to know the policy adopted in instances of this nature.

Yours very truly,

J. Lorne Turner,
Acting Chairman,
Dominion Lands Board.

J. D. Sutherland, Esq.,
Assistant Superintendent of Indian Education,
Department of Indian Affairs,
O t t a w a.

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Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 3)
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1-1-1.

Ottawa, March 2, 1934.

Sir:

With reference to your No. 4739-2 NWT of the 27th ultimo, I may say that, in admitting Indian children to Indian residential schools, this Department has never made any distinction between those who are destitute and those whose parents might be able to contribute to their maintenance. Education and maintenance at schools conducted by this Department for Indians is free to the individual Indian. In some instances, we place Indian children in white schools, and, in such cases, we require the parents to pay part of the cost.

Your obedient servant,

J. D. Sutherland,
Acting Supt. of Indian Education.

J. Lorne Turner, Esq.,
Acting Chairman,
Dominion Lands Board,
Dept. of the Interior,
O t t a w a.

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Harrison & McIntyre

BARRISTERS, SOLICITORS
NOTARIES PUBLIC, ETC.

VICTOR B. HARRISON ERNEST C. McINTYRE

TELEPHONE 374

33 Bastion Street
Nanaimo,
British Columbia

February 15th 1964.

Indian Office Commissioner,
1220 Government St.,
Victoria, B. C.

Dear Sir:

We have been consulted by an employee of one of the Indian Industrial Schools, who asks us for certain information and advice. Before advising him, we would be pleased if you could give us the following information.

Our client wants to know what provision is made for employees for payment of salaries where unable to work temporarily on account of sickness, or by reason of injury sustained during the course of employment. He also wants to know whether employees are entitled to compensation as a result of injury sustained. In this connection we do not suppose that the Department has brought employees within the purview of the "Workmen's Compensation Act" but would be pleased to hear whether this is so or not. You might also kindly let us know what provision is made, if any, for vacations for employees of Industrial Schools, annually or otherwise, with or without pay, also whether there is any regulation or term of the employment affecting the usual month's notice of dismissal by the Department or of resignation by the employee.

If you would kindly let us have this information we will pass it on to the person making the enquiry.

We are,

Yours truly,

HARRISON & McINTYRE,

per

ECM/M.

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DEPARTMENT OF INDIAN AFFAIRS
CANADA

IN YOUR REPLY REFER TO
No. 148/33278.
(GIVE DATE OF THIS LETTER)

COMMISSIONER'S OFFICE
P. O. BOX 555
VICTORIA, B.C., February 19, 1934.

Sir:

I have the honor to transmit herewith a letter which I have received from Messrs. Harrison & McIntyre, barristers and solicitors, of Nanaimo, B.C., in which certain questions are asked with respect to school matters which I am unable to satisfactorily answer in consideration of the limited information on file on the subjects and of the larger experience and latest information available at the Department, this also being the first inquiry of the kind which has been received here.

I have advised the firm that its inquiry has been forwarded to the Department for consideration and reply.

Your obedient servant,

C. C. Perry,
Asst. Indian Commissioner for B.C.

Encl
P/AC

The Secretary,
Department of Indian Affairs,
Ottawa, Ont.

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Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 3)
School Files

Ottawa, March 2, 1934.

Sir:

I beg to acknowledge receipt of your 148/33278 of the 19th ultimo, enclosing letter received by you f rom Messrs. Harrison & McIntyre.

Please request this firm to let you know the name of the employee and the Indian school at which he was employed, also any special circumstances in connection with his employment. On receipt of this information, the Department will be able to consider answering the questions asked by Messrs. Harrison & McIntyre.

Your obedient servant,

J. D. Sutherland,
Acting Supt. of Indian Education.

C. C. Perry, Esq.,
Asst. Indian Commissioner,
P. O. Box 666,
Victoria, B. C.

Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 3)
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125 King St. E.
Kingston, Ont.
Feb. 11, 1934.

Dept of Indian Affairs,
Ottawa,
Ontario.

Dear Sir:

Kindly send me your bulletin which includes the Indian schools with teachers, principal, salaries &c. I am especially interested in the residential schools. Any other information concerning them will be appreciated. I am a student at Queen's University and desire this information for a thesis.

Yours truly,
(Miss) Mary Bolger.

Annual Report Sent.
1/3/34

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Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 3)
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Ottawa, March 5th, 1934.

Madam,-

As requested in your letter of the 11th ultimo, you have been forwarded, under separate cover, a copy of our last annual report.

On pages 14 and 15, you will see a reference to Indian education and, also, a statement of the expenditure for the fiscal year ended March 31st, 1933.

On pages 43 to 56 inclusive, there appear statistical statements regarding the enrolment, attendance, etc., at all Indian schools in Canada.

Your obedient servant,

J. D. Sutherland.
Acting Supt. of Indian Education.

Miss Mary Bolger,
125 King St. E.,
Kingston, Ont.

Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 3)
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ETT GIVES SUPPOR

is not altogether a happy family either."

Hon. Leopold Macaulay, Minister of Highways, made a defence of Hydro administration and said the Liberals were using the same ammunition they used 30 years ago.

INDIAN SCHOOLS IN CANADA TOTAL 340

Enrolment is 17,425—Several Churches Lending Active Co-operation

Ottawa.—A total of 340 Indian schools were in operation in Canada during the past fiscal year, according to a report issued by the Department of Indian Affairs. Of these 80 were residential and 200 day schools. In addition the department assisted in the maintenance of nine combined white and Indian schools.

The total enrolment was 17,425 and the average attendance 13,187. This was an increase in enrolment over that of the preceding year of 562 and in the average attendance of 180. A more regular attendance was maintained at the day schools during the year, the percentage being 65.73 as compared with 63.69 for the previous year. The percentage of attendance at all schools was 75.4, a record for the work.

Efforts were continued during the year to secure efficiency in both day and residential schools. Many fully qualified teachers and instructors were engaged and equipment was maintained to standard. The residential school activity was particularly encouraging. All these schools had an enrolment of pupils to full capacity. Due to economic conditions, the Indian parents are anxious to place their children in the schools of this class.

Several of the churches are actively engaged in the management of Indian day and residential schools. This co-operation of the churches in the case of residential schools is as follows: Roman Catholic, 44; Church of England, 21; United Church, 13, Presbyterian Church, 2, making a total of 80.

In addition to the regular academic work at all Indian schools, there is the very important vocational training at the residential schools. Farming, gardening, the care of stock, manual training, and domestic instruction are being given more attention. The attendance problem at day schools is most difficult, but progress is gradually being made.

Qualified inspectors visit all classrooms, except those in the more northern schools. Under arrangement with the provincial Department of Education, the services of regular public and separate school inspectors are utilized, except in the provinces of New Brunswick and British Columbia, where there are special Indian school inspectors. In addition, there is medical inspection and department officers give constant supervision to the vocational training.

Continuation and high school work is taught at several of the day and residental schools. The more advanced pupils in those residential schools that are situated close to municipal collegiates are benefited by secondary training, in competition with white children. There were approximately 230 Indian students not shown in the tabular statements attending public schools, high schools and colleges in Canada. The department, in the case of most of these, assists with a grant from parliamentary appropriation.

No new building operations were undertaken. Minor repairs only were carried out in order to keep buildings in a good state of repairs.

The expenditure for Indian education for the year shows a decrease of $292,734.28 as compared with the previous year, this being mainly on account of the deduction in per capita grant to residential schools. The department, however, was able to maintain its educational services in full.

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1-1-1

uebec
hronicle

8-12-33

Indian Schools Roll Increased To New Records

Churches Are Actively Co-Operating Along Educational Lines

Ottawa, (C.P.)—A total of 340 Indian schools were in operation in Canada during the past fiscal year, according to a report issued by the Department of Indian Affairs. Of these, 80 were residential and 260 day schools. In addition the department assisted in the maintenance of nine combined white and Indian schools.

The total enrolment was 17,425 and the average attendance 13,187. This was an increase in enrolment over that of the preceding year of 262 and in the average attendance of 380. A more regular attendance was maintained at the day schools during the year, the percentage being 65.73 as compared with 63.69 for the previous year. The percentage of attendance at all schools was 77.4, a record for the work.

Efforts were continued during the year to secure efficiency in both day and residential schools. Many fully qualified teachers and instructors were engaged and equipment was maintained to standard. The residential school activity was particularly encouraging. All those schools had an enrolment of pupils to full capacity. Due to economic conditions, the Indian parents are anxious to place their children in the schools of this class.

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No new building operations were undertaken. Minor repairs only were carried out in order to keep buildings in a good state of repair.

The expenditure for Indian education for the year shows a decrease of $34.28 as compared with the previous year, this being mainly on account of deduction in per capita allowances at residential schools. The department, however, was able to maintain educational services in

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Harrison & McIntyre
BARRISTERS, SOLICITORS
NOTARIES PUBLIC, ETC.

VICTOR B. HARRISON ERNEST C. McINTYRE

TELEPHONE 274

33 Bastion Street
Nanaimo,
British Columbia

March 20th 1934.

J. C. Terry, Esq.,
Asst. Indian Commissioner for B.C.,
P. O. Box 666,
Victoria, B. C.

Dear Sir: RE: Your File No. 148/33607.
and letter of March 8,1934.

We now enclose the name, address, and other particulars concerning the person making the enquiries referred to in our previous letter. We will quote from a letter received from our client, as follows:-

"My name in full is: Claude Lyman Anderson.
Position: Dairyman & Gardener.
School at which employed: Indian Industrial School, Kuper Island, B.C.
Special circumstances in connection with employment :- Commenced duties at Indian Industrial School on Thursday, March 19th, 1931. From that date to this, March 17th 1934 I have not had leave of absence for the purpose of vacation aside from such days as set aside as Statutory holidays. Of them not all have I observed.

Illness came upon me on Wednesday August 16/33 whereupon, I sought medical advise and was under hospital treatment one day at that period. A relapse occurred in September and I sought chiropractic services which I underwent from Sept. 11th to Oct. 11th. Another relapse overtook me in November when I underwent treatment from Nov. 11th to 21st. A further relapse came on in December when I underwent treatment from Dec. 28 to January 17th. Throuout the periods of sickness above mentioned I was necessitated to pay travelling expenses, board and Laundry and Doctor's fees as well with no salary forthcoming. The approximate expenditure thereof being about $300.00.

Therefore, I would be pleased to have advise thereabouts as to whether I am entitled to sick leave with or without pay, or with reduced pay?

Since I will have concluded a three year term of service hereat onMonday, March 19th 1934 without taking leave for vacation except Sundays and Statutory holidays, could I rightfully combine the holidays permissable for a three year period into the vacation period of present year?

Who is the Deputy Head to whom I may apply for my leave of absence as for vacation purpose?

In the position I now hold am I thus regarded as a member of the

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Dominion Civil Service? My position is: Dairyman & Gardener.

Regarding the matter of salary at this school I am being paid at the rate of $480.00 per annum. After one year's service can an employee demand a reasonable increase up to a limited sum?

In the event of an employee becoming married hereat what is the maximum salary that may be drawn? What allowances are made in the way of providing for a married couple?

Would an employee of this school be entitled to receive a pension? If so, after how many years service would a pension be granted? What would the amount of the pension be?

Re articles of clothing that go to the school laundry and fail to be returned in reasonable time could any party hereat be held liable for such? (The party in charge of the school is the Principal. The supervision of the laundry is under his charge)."

If you can furnish us with this information, we will pass it on to our client.

Yours truly,

[illegible] & McLiffard,

ECM/M.

Per

Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 3)
School Files

PUBLIC ARCHIVES
ARCHIVES PUBLIQUES
CANADA

DEPARTMENT OF INDIAN AFFAIRS
CANADA

IN YOUR REPLY REFER TO
No. 148/33955.
ALSO TO DATE OF THIS LETTER

COMMISSIONER'S OFFICE
P. O. BOX 666

VICTORIA, B.C., March 26, 1934.

Dear Sir:-

I have the honor to refer to Departmental letter No. 1-1-1, dated March 2nd, instant, in which request is made for further information from Messrs. Harrison & McIntyre, Solicitors, of Nanaimo.

In reply thereto I beg to say that I made further enquiry from the above mentioned firm of Solicitors and have received their reply dated March 20th, the original being sent herewith and will be self-explanatory. A copy of the letter is on file here.

Your obedient servant,

P/KD.

Enclosure:-

Chas. C. Perry,
Asst. Indian Commissioner for B.C.

The Secretary,
Department of Indian Affairs,
Ottawa.

PUBLIC ARCHIVES
ARCHIVES PUBLIQUES
CANADA

Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 3)
School Files

1-1-1.

Ottawa, January 17, 1934.

Reverend Sir:

The Department has frequently been requested, in the past, to assume financial responsibility towards the capital cost in erection of residential school buildings in which it does not exercise the right of ownership, also make grants towards cost of additions, repairs and maintenance, after the work has been completed, without plans and estimate of cost having first been submitted for departmental approval. This also applies in the case of purchase of equipment and furnishings. In some instances, undertakings have been made on the part of the Department to furnish certain financial assistance, but many of the arrangements made in this connection have been verbal in nature and the terms are not of definite record. It would seem, however, that, in some, if not all, cases, the Department is obligated to some degree, but the lack of written records and agreements makes it difficult to determine the nature and extent of this responsibility.

The fact that the Department has undertaken the payment of per capita grants implies a certain responsibility for the upkeep of the buildings and equipment, if not for the capital cost. For the purpose of dealing with these difficulties in future, the Department has decided to adopt the following policy:-

1. The Department of Indian Affairs will undertake the payment of per capita grants and any financial aid towards the cost of buildings and equipment only when the prior authority of the Department has been granted. This authority should cover such matters as site, size, and nature of school buildings, particulars regarding equipment and furnishings and cost involved.

2. Such authority in all cases to be set out in a formal and definitely worded agreement between the Department and the church authorities interested, for the guidance of both, as a matter of record, and for the purpose of avoiding future misunderstandings.

3. That the schools now operated by authority of the Department, as recognized by the payment of per capita grants, be assisted from time to time as circumstances warrant and financial conditions permit.

I wish to emphasize that, unless authority is first obtained, the Department cannot in future assume any responsibility for reimbursing church authorities or principals of schools towards any part of cost of work undertaken by them in the erection of school buildings, the making of additions and repairs, or the purchase of equipment and furnishings.

I would request that the above rulings receive your careful attention.

Yours very truly,

Deputy Superintendent General.

PUBLIC ARCHIVES
ARCHIVES PUBLIQUES
CANADA

Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 3)
School Files

Reverend Sir,

The Department has frequently been requested in the past to assume financial responsibility towards the capital cost of ~~the erection of~~ residential school buildings in which it does not exercise the right of ownership. Grants have been requested towards the cost of additions, repairs and maintenance, and ~~also~~ for the purchase of equipment and furnishings. Applications for these grants have been made in some instances after the work has been completed and without plans and estimate of cost ~~first~~ having been submitted for departmental approval. ~~In some instances definite~~ undertakings have been made on the part of the Department to furnish certain financial assistance, but many of the arrangements made have been verbal in nature and the terms are not of definite record. The lack of written records and agreements makes it difficult to determine the nature and extent of the Department's responsibility.

The fact that the Department has undertaken payment of per capita grants implies a certain responsibility for the upkeep of buildings and equipment, if not for the capital cost. For the purpose of dealing with these difficulties in future the Department has decided to adopt the following policy :-

1. The Department of Indian Affairs will undertake the payment of per capita grants and render financial aid towards the cost of buildings and equipment only when the prior authority of the Department has been obtained. This authority should cover such matters as site, size, and nature of buildings, particulars regarding equipment and furnishings, and the cost involved.

2. Such authority in all cases shall be set out in a formal and definitely worded agreement between the Department and the church authorities interested, for the guidance of both, as a matter of record, and for the purpose of avoiding future misunderstandings.

3. ~~That the schools now operated by authority of the~~ Department, as recognized by the payment of per capita grants, ~~be assisted from time~~ to time as circumstances warrant and financial conditions permit.

I wish to emphasize that, unless authority be first obtained, the Department in future will be averse to assuming responsibility for reimbursing church authorities or principals of schools for any ~~expenditure undertaken~~ by them for erection of buildings, additions or repairs, or purchase of equipment and furnishings.

I would request that the above rulings receive your careful attention,

Yours very truly,

Deputy Superintendent General.

PUBLIC ARCHIVES
ARCHIVES PUBLIQUES
CANADA

Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 3)
School Files

Reverend Sir:-

The Department has frequently been requested in the past to assume financial responsibility towards the capital cost of residential school buildings in which it does not exercise the right of ownership. Grants have also been requested towards the cost of additions, repairs and maintenance, and for the purchase of equipment and furnishings. Frequently applications for these grants have been made after the work has been completed and without plans and estimate of cost having been previously submitted for Departmental approval.

In some instances undertakings have been made on the part of the Department to furnish certain financial assistance, but many of the arrangements made have been verbal in nature and the terms are not of definite record. The lack of written records and agreements makes it difficult for the parties concerned to determine the nature and extent of the Department's responsibility.

For the purpose of dealing with these difficulties in future the Department has decided to adopt the following policy -

1. The Department of Indian Affairs will undertake the payment of per capita grants and render financial aid towards the cost of buildings and equipment only when the prior authority of the Department has been obtained. This authority should cover such matters as site, size, and nature of buildings, particulars regarding equipment and furnishings, and the cost involved:

2. Such authority in all cases shall be set out in a formal and definitely worded agreement between the Department and the church authorities interested, for the guidance of both, as a matter of record, and for the purpose of avoiding future misunderstandings.

I wish to emphasize that, unless authority be first obtained, the Department in future will be averse to assuming responsibility for reimbursing church authorities or principals of schools for any part of the costs incurred by them for erection of buildings, additions or repairs, or purchase of equipment and furnishings.

PUBLIC ARCHIVES
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CANADA

Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 3)
School Files

I would request that the above rulings receive your careful attention.

Yours very truly,

Deputy Superintendent General.

Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 3)
School Files

PUBLIC ARCHIVES
ARCHIVES PUBLIQUES
CANADA

DEPARTMENT OF INDIAN AFFAIRS

CANADA

March 26, 1934.

Memorandum.

Mr. McGill.

Suggested alteration for the first sentence:-

"In the past, upon frequent occasions, the department has been requested".

Suggested alteration: The third sentence of the first paragraph:- The word "often" instead of "Frequently". And in the same sentence instead of "without plans and estimate of cost having been previously submitted", to substitute "without previous submission of plans and an estimate of cost for departmental approval".

In the penultimate paragraph Capital "C" for "church".

PUBLIC ARCHIVES
ARCHIVES PUBLIQUES
CANADA

Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 3)
School Files

1-1-1.

April 19, 1934.

Dear Mrs. McKerroll:

Difficulties have arisen in the past, owing to the lack of written records and agreements regarding the Department's responsibility in connection with Indian residential schools.

In order that such difficulties may be avoided as far as possible, I enclose, for your guidance, a memorandum setting forth our future policy. These regulations should not be interpreted as implying any reversal of policy but as an indication of the requirements for agreements made in the future.

Yours very truly,

Encl.

Deputy Superintendent General.

Mrs. D. T. L. McKerroll,
Women's Missionary Society,
Presbyterian Church,
19 L a w s Street,
Toronto 9, Ont.

PUBLIC ARCHIVES
ARCHIVES PUBLIQUES
CANADA

Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 3)
School Files

April 19, 1934.

Dear Mr. Beaton:

Difficulties have arisen in the past, owing to the lack of written records and agreements regarding the Department's responsibility in connection with Indian residential schools.

In order that such difficulties may be avoided as far as possible, I enclose, for your guidance, a memorandum setting forth our future policy. These regulations should not be interpreted as implying any reversal of policy, but as an indication of the requirements for agreements made in the future.

Yours very truly,

Encl.

Deputy Superintendent General.

Rev. Kenneth J. Beaton, B. A.,
Associate Secretary,
Board of Home Missions,
United Church of Canada,
299 Queen St. West,
Toronto 2, Ont.

PUBLIC ARCHIVES
ARCHIVES PUBLIQUES
CANADA

Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 3)
School Files

1-1-1.

April 19, 1934.

Dear Dr. Westgate:

Difficulties have arisen in the past, owing to the lack of written records and agreements regarding the Department's responsibility in connection with Indian residential schools.

In order that such difficulties may be avoided as far as possible, I enclose, for your guidance, a memorandum setting forth our future policy. These regulations should not be interpreted as implying any reversal of policy but as an indication of the requirements for agreements made in the future.

Yours very truly,

Encl.

Deputy Superintendent General.

Rev. T. B. R. Westgate, D. D.,
Field Secretary, M. S. C. C.,
39-43 The Bible House,
Alexander Avenue,
Winnipeg, Man.

PUBLIC ARCHIVES
ARCHIVES PUBLIQUES
CANADA

Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 3)
School Files

KODAK SA

1-1-1.

April 19, 1934.

Dear Bishop Harding:

Difficulties have arisen in the past, owing to the lack of written records and agreements regarding the Department's responsibility in connection with Indian residential schools.

In order that such difficulties may be avoided as far as possible, I enclose, for your guidance, a memorandum setting forth our future policy. These regulations should not be interpreted as implying any reversal of policy but as an indication of the requirements for agreements made in the future.

Yours very truly,

Encl.

Deputy Superintendent General.

Right Rev. McA. Harding, D. D.,
Bishop of Qu'Appelle,
Synod House, Bishop's Court,
R e g i n a, Sask.

PUBLIC ARCHIVES
ARCHIVES PUBLIQUES
CANADA

Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 3)
School Files

FILM

1-1-1

April 19, 1934.

Dear Canon Gould:

Difficulties have arisen in the past, owing to the lack of written records and agreements regarding the Department's responsibility in connection with Indian residential schools.

In order that such difficulties may be avoided as far as possible, I enclose, for your guidance, a memorandum setting forth our future policy. These regulations should not be interpreted as implying any reversal of policy but as an indication of the requirements for agreements made in the future.

Yours very truly,

Encl.

Deputy Superintendent General.

Rev. Canon S. Gould, M.D., D.D., D.C.L.,
General Secretary, M. S. C. C.,
604 Jarvis Street,
Toronto 5, Ont.

PUBLIC ARCHIVES
ARCHIVES PUBLIQUES
CANADA

Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 3)
School Files

( )

1-1-1.

April 19, 1934.

Dear Bishop Fleming:

Difficulties have arisen in the past, owing to the lack of written records and agreements regarding the Department's responsibility in connection with Indian residential schools.

In order that such difficulties may be avoided as far as possible, I enclose, for your guidance, a memorandum setting forth our future policy. These regulations should not be interpreted as implying any reversal of policy but as an indication of the requirements for agreements made in the future.

Encl.

Yours very truly,

H. Jones

Deputy Superintendent General.

Right Rev. A. L. Fleming, D. D.,
Bishop of the Arctic,
604 Jarvis Street,
Toronto, Ont.

PUBLIC ARCHIVES
ARCHIVES PUBLIQUES
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Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 3)
School Files

April 19, 1934.

Dear Father Saindon:

Difficulties have arisen in the past, owing to the lack of written records and agreements regarding the Department's responsibility in connection with Indian residential schools.

In order that such difficulties may be avoided as far as possible, I enclose, for your guidance, a memorandum setting forth our future policy. These regulations should not be interpreted as implying any reversal of policy but as an indication of the requirements for agreements made in the future.

Yours very truly,

Encl.

Deputy Superintendent General.

Very Rev. J. Emile Saindon, O.M.I.,
1201 Visitation St.,
Montreal, P. Q.

Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 3)
School Files

PUBLIC ARCHIVES
ARCHIVES PUBLIQUES
CANADA

1-1-1.

April 19, 1934.

Dear Bishop Prudhomme:

Difficulties have arisen in the past, owing to the lack of written records and agreements regarding the Department's responsibility in connection with Indian residential schools.

In order that such difficulties may be avoided as far as possible, I enclose, for your guidance, a memorandum setting forth our future policy. These regulations should not be interpreted as implying any reversal of policy but as an indication of the requirements for agreements made in the future.

Yours very truly,

Encl.

Deputy Superintendent General.

Right Rev. J. H. Prudhomme, D. D.,
Bishop of Prince Albert &
Saskatoon,
Prince Albert, Sask.

Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 3)
School Files

PUBLIC ARCHIVES
ARCHIVES PUBLIQUES
CANADA

April 19, 1934.

Dear Father Magnan:

Difficulties have arisen in the past, owing to the lack of written records and agreements regarding the Department's responsibility in connection with Indian residential schools.

In order that such difficulties may be avoided as far as possible, I enclose, for your guidance, a memorandum setting forth our future policy. These regulations should not be interpreted as implying any reversal of policy but as an indication of the requirements for agreements made in the future.

Yours very truly,

Encl.

Deputy Superintendent General.

Very Rev. J. Magnan, O. M. I.,
340 Provencher Avenue,
St. Boniface, Man.

Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 3)
School Files

PUBLIC ARCHIVES
ARCHIVES PUBLIQUES
CANADA

April 19, 1934.

Dear Father Lefebvre:

Difficulties have arisen in the past, owing to the lack of written records and agreements regarding the Department's responsibility in connection with Indian residential schools.

In order that such difficulties may be avoided as far as possible, I enclose, for your guidance, a memorandum setting forth our future policy. These regulations should not be interpreted as implying any reversal of policy but as an indication of the requirements for agreements made in the future.

Encl.

Yours very truly,

Deputy Superintendent General.

Rev. J. C. Lefebvre, O. M. I.,
Fort McMurray,
Alta.

Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 3)
School Files

PUBLIC ARCHIVES
ARCHIVES PUBLIQUES
CANADA

April 19, 1934.

Dear Father Langlois:

Difficulties have arisen in the past, owing to the lack of written records and agreements regarding the Department's responsibility in connection with Indian residential schools.

In order that such difficulties may be avoided as far as possible, I enclose, for your guidance, a memorandum setting forth our future policy. These regulations should not be interpreted as implying any reversal of policy but as an indication of the requirements for agreements made in the future.

Yours very truly,

Encl.

Deputy Superintendent General.

Very Rev. U. Langlois, O. M. I.,
Oblate Fathers' Prov. House,
9016 - 110th Street,
Edmonton, Alta.

PUBLIC ARCHIVES
ARCHIVES PUBLIQUES
CANADA

Indian Affairs. (RG 10, Volume 6001, File 1-1-i, part 3)
School Files

April 19, 1934.

Dear Bishop Lajeunesse:

Difficulties have arisen in the past, owing to the lack of written records and agreements regarding the Department's responsibility in connection with Indian residential schools.

In order that such difficulties may be avoided as far as possible, I enclose, for your guidance, a memorandum setting forth our future policy. These regulations should not be interpreted as implying any reversal of policy but as an indication of the requirements for agreements made in the future.

Yours very truly,

Encl.

Deputy Superintendent General.

Right Rev. H. Lajeunesse, O.M.I.,
Bishop of Keewatin,
The Pas, Man.

PUBLIC ARCHIVES
ARCHIVES PUBLIQUES
CANADA

Indian Affairs. (RG 10, Volume 6001, File 1-1-i, part 3)
School Files

1-1-1.

April 19, 1934.

Dear Father Hingston:

Difficulties have arisen in the past, owing to the lack of written records and agreements regarding the Department's responsibility in connection with Indian residential schools.

In order that such difficulties may be avoided as far as possible, I enclose, for your guidance, a memorandum setting forth our future policy. These regulations should not be interpreted as implying any reversal of policy but as an indication of the requirements for agreements made in the future.

Yours very truly,

Encl.

Deputy Superintendent General.

Very Rev. W. H. Hingston, S. J.,
160 Wellesley Crescent,
Toronto 5, Ont.

PUBLIC ARCHIVES
ARCHIVES PUBLIQUES
CANADA

Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 3)
School Files

1-1-1.

April 19, 1934.

Dear Bishop Guy:

Difficulties have arisen in the past, owing to the lack of written records and agreements regarding the Department's responsibility in connection with Indian residential schools.

In order that such difficulties may be avoided as far as possible, I enclose, for your guidance, a memorandum setting forth our future policy. These regulations should not be interpreted as implying any reversal of policy but as an indication of the requirements for agreements made in the future.

Encl.

Yours very truly,

Deputy Superintendent General.

Right Rev. Joseph Guy, O. M. I.,
Bishop of Grouard,
Grouard, Alta.

PUBLIC ARCHIVES
ARCHIVES PUBLIQUES
CANADA

Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 3)
School Files

April 19, 1934.

Dear Father Finnegan:

Difficulties have arisen in the past, owing to the lack of written records and agreements regarding the Department's responsibility in connection with Indian residential schools.

In order that such difficulties may be avoided as far as possible, I enclose, for your guidance, a memorandum setting forth our future policy. These regulations should not be interpreted as implying any reversal of policy but as an indication of the requirements for agreements made in the future.

Yours very truly,

Encl.

Deputy Superintendent General.

Rev. D. F. Finnegan, O. M. I.,
151 Laurier Avenue East,
Ottawa,
Ont.

Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 3)
School Files

PUBLIC ARCHIVES
ARCHIVES PUBLIQUES
CANADA

April 19, 1934.

Dear Bishop Breynat:

Difficulties have arisen in the past, owing to the lack of written records and agreements regarding the Department's responsibility in connection with Indian residential schools.

In order that such difficulties may be avoided as far as possible, I enclose, for your guidance, a memorandum setting forth our future policy. These regulations should not be interpreted as implying any reversal of policy but as an indication of the requirements for agreements made in the future.

Yours very truly,

Encl.

Deputy Superintendent General.

Right Rev. G. Breynat, O.M.I., D. D.,
Vicar Apostolic of MacKenzie,
Fort Smith,
N. W. T.

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Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 3)
School Files

1-1-1

DEPARTMENT OF INDIAN AFFAIRS
CANADA

A.1. 1.

Re: Grants re Church [illegible]
Condition, Inad.. Residential Schools

The question of the obligation of the Department of Indian Affairs in regard to residential school buildings in which it has an interest, has recently been the subject of serious considerati..

In the [illegible] Department has been [illegible] for the cost of [illegible] does not exercise the right of ownership. Grants have also been requested towards the cost of additions, repairs and maintenance, or the purchase of equipment and furnishings. Frequently applications for these grants have been made after the work has been completed and without previous submission of plans and an estimate of cost for departmental [illegible]

In [illegible] have resulted in the [illegible] of the [illegible] have been [illegible] the terms [illegible] written records and a reasonable [illegible] concerned to determine the [illegible] the extent of the Department's responsibility

In the purpose of dealing with these difficulties in future, the Department has decided to adopt the following poli

1. The Department of Indian Affairs will undertake the payment of per capita grants and render financial aid towards the cost of buildings and equipment only when the prior authority of the Department has been obtained. This authority should cover such matters as site, size and nature of buildings, particulars regarding equipment and furnishings, and the cost involved.

2. Such authority in all cases should be set out in a formal and definitely worded agreement between the Department and the Church authorities interested, for the guidance of both as a matter of record, and for the purpose of avoiding misunderstandings.

I wish to emphasize that unless authority is first obtained, the Department in future will be averse to assuming responsibility for reimbursing Church authorities or principals of schools for any part of the costs incurred by them for erection of buildings additions or repairs, or purchase of equipment and furnishings.

The foregoing proposed [illegible] as implying a reversal of policy [illegible] Applications for assistance from schools not operating [illegible] of the Department as recognized by the Province of [illegible] will, as in the past, receive such consideration as circumstances warrant and financial conditions [illegible]

[signature]

Deputy Superintendent General

PUBLIC ARCHIVES
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CANADA

Indian Affairs. (RG 10, Volume 6001, File 1-1-i, part 3)
School Files

April 19, 1934.

Circular letter of April 19, 1934, attached,
~~Attached letter~~ sent to the following:

Roman Catholic Church Officers:

Rt. Rev. G. Breynat,	Fort Smith, N. W. T.
Rev. D. F. Finnegan,	Ottawa
Rt. Rev. Jos. Guy,	Grouard, Alta.
Very Rev. W.H.Hingston,	Toronto, Ont.
Rt. Rev. M. Lajeunesse,	The Pas
Very Rev. U. Langlois,	Edmonton,
Rev. J. C. Lefebvre,	Fort McMurray, Alta.
Very Rev. J. Magnan,	St. Boniface, Man.
Rt. Rev. J.H.Prudhomme,	Prince Albert, Sask.
Very Rev. J.E.Saindon,	Montreal

Church of England Officers:

Rt. Rev. A. L. Fleming,	Toronto,
Rev. Canon S. Gould,	"
Rt. Rev. McA. Harding,	Regina,
Rev. T.B.R. Westgate,	Winnipeg

United Church Officers:

Rev. K. J. Beaton,	Toronto,

Presbyterian Church Officer:

Mrs. D. T. L. McKerroll,	Toronto.

CIRCULAR sent

Also:

To Principals of Residential Schools

PUBLIC ARCHIVES
ARCHIVES PUBLIQUES
CANADA

Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 3)
School Files

1272 Sanbt Denis st.
Montreal. April 17. 1934

Deputy Minister of the Interior.
Department of the Interior.
Ottawa.



Dear Sir:

I have immediate need of a list of the Schools with their various Municipalities — and of the educational institutions under the control and direction of the Dominion and of your Department. I should very much appreciate receiving such a list from you by return mail.

Awaiting your reply, and thanking you in advance for your prompt attention to my request. I remain

Very truly yours.
James Macdonald.
Barrister.
1272 St Denis st.
Montreal.



PUBLIC ARCHIVES
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CANADA

Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 3)
School Files

OFFICE OF
THE DEPUTY MINISTER OF THE INTERIOR
OTTAWA, CANADA

18th April, 1934.

Dear Dr. McGill:

I am attaching hereto a letter from Mr. James Macdonald, Barrister, 1272 St. Denis St., Montreal, asking for a list of the schools and other educational institutions under the direction of the Dominion and of this Department.

We are writing Mr. Macdonald with respect to the educational system in use in the Yukon and Northwest Territories and are advising him that his letter is being referred to you for additional attention. Will you please write him direct.

Yours very truly,

Deputy Minister.

Harold N. McGill, Esq., M.C., M.D.,
Deputy Superintendent General of Indian
Affairs,
Ottawa.

PUBLIC ARCHIVES
ARCHIVES PUBLIQUES
CANADA

Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 3)
School Files

1-1-1

Ottawa, April 23, 1934.

Sir:

With reference to your letter of the 17th instant addressed to the Deputy Minister of the Interior, I beg to say that, under separate cover, you are being forwarded a copy of the last annual report of the Department of Indian Affairs.

On pages 43 to 56, inclusive, you will find statistics regarding the Indian schools in Canada.

Your obedient servant,

A. F. MacKenzie,
Secretary.

James Macdonald, Esq.,
Barrister,
1272 St. Denis St.,
Montreal, P.Q.

PUBLIC ARCHIVES
ARCHIVES PUBLIQUES
CANADA

Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 3)
School Files

1-1-1

Missionary Society of the Church of England in Canada

GENERAL SECRETARY
REV CANON E. GOULD, M.D., D.C.L., D.D.

EDUCATIONAL SECRETARY

FIELD SECRETARY
REV T. B. R. WESTGATE, D.D.
THE BIBLE HOUSE WINNIPEG MAN

GENERAL TREASURER
J. M. McWHINNEY, ESQ.

ACCOUNTANT
R. A. WILLIAMS, ESQ.

CABLE ADDRESS
MARTURIA, TORONTO

MISSIONS CODE," "C I M " AND VIA EASTERN

TELEPHONE MIDWAY 3581

THE CHURCH HOUSE
604 JARVIS STREET

EXECUTIVE COMMITTEE

THE PRIMATE EX OFFICIO CHAIRMAN
THE ARCHBISHOP OF RUPERT'S LAND
THE BISHOP OF MONTREAL VICE CHAIRMAN
THE BISHOP OF HURON
THE BISHOP OF TORONTO
DEAN HOLMES
ARCHDEACON SNOWDON
ARCHDEACON ANDREW
THE HON AND REV DR CODY
C C COPPLEY ESQ
C S SCOTT ESQ
HON R JACOB K C

TORONTO 5, ONT., April 24th.
1 9 3 4.

Dr.Harold W.McGill,
Deputy Superintendent General,
Department of Indian Affairs,
OTTAWA, Ont.

Dear Dr.McGill:-

Thank you for your letter, dated the 9th inst, enclosing copy of Memorandum "To Heads of Church Organizations conducting Indian Residential Schools."

I will file the latter for reference. If you have not already sent a copy to Dr.Westgate, Indian Residential School Commission, Bible House, Winnipeg, Man., please do so, and oblige,

Yours very faithfully,

SG-G

General Secretary.

PUBLIC ARCHIVES
ARCHIVES PUBLIQUES
CANADA

Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 3)
School Files

1-1-1

REV. D. C. MACGREGOR, D.D.
CHAIRMAN

Board of Home Missions

The United Church of Canada

299 QUEEN ST. WEST
TORONTO 2 ONTARIO

REV ROBERT B COCHRANE, D D
SECRETARY

REV. COLIN G. YOUNG, D.D
ASSOCIATE SECRETARY

REV. KENNETH J BEATON, B A.
ASSOCIATE SECRETARY

Your File
#1-1-1.

H. W. McGill, Esq., M.D.,
Deputy Superintendent General,
O t t a w a, Ontario.

April 24th,
1 9 3 4.

Dear Dr. McGill: Re: Indian Residential Schools

I have gone over the memorandum from the Department in connection with your communication of April 19th concerning Indian Residential Schools.

While the Board of Home Missions has had no reason during the five years that I have been here to feel dissatisfied with the attitude of the Department of Indian Affairs in connection with the schools which we operate in common, we are perfectly agreeable to signing an agreement in connection with any large grants that may be made for plant and improvements in the future, as suggested in your circular. Up to the present time, we have been able to work out harmoniously the policy to be followed in connection with each of these schools, but if the Department wishes signed agreements and written records concerning the details when new projects are undertaken, it will be perfectly satisfactory to us.

Yours very sincerely,

Kenneth J. Beaton

KJB.MLT

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CANADA

Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 3)
School Files

1-1-1

THE LORD BISHOP OF QU'APPELLE, D.D.
BISHOP'S COURT
REGINA

THE VEN. F. W. JOHNSON, D.D.
ARCHDEACON OF MOOSE JAW
THE RECTORY
SHAUNAVON

THE VEN. E. KNOWLES, D.D.
ARCHDEACON OF QU'APPELLE
AND SECRETARY OF SYNOD
SYNOD HOUSE
REGINA

REV. W. H. B. SCHARPE
TREASURER OF SYNOD
SYNOD OFFICE
REGINA

P. H. GORDON, ESQ., B.C.L.
CHANCELLOR
ALDON BLOCK
REGINA

W. B. SCOTT, ESQ., B.A.
SOLICITOR OF SYNOD
BANK OF NOVA SCOTIA BLDG.
REGINA

A. W. GOLDIE, ESQ., F.C.A.
AUDITOR OF SYNOD
606 BRODER BLDG.
REGINA

Diocese of Qu'Appelle

SYNOD HOUSE
REGINA, SASK.,
CANADA

April 23, 1934.

Harold W. McGill, Esq.,
Deputy Superintendent General,
Department of Indian Affairs,
Ottawa, ONT.

Dear Sir,

In the absence of the Bishop of Qu'Appelle, who is at present in England, we beg to acknowledge receipt of your communication of the 19th. inst. enclosing memorandum re the future policy of the Department in connection with Indian Schools. We will refer this communication to his Lordship on his return to the Diocese towards the end of June.

I am,
Yours obediently,

Commissary.

mHK/ER.

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School Files

COPY

DEPARTMENT OF INDIAN AFFAIRS

October 16 1922

Dear Canon Gould:-

I have to inform you that there has been an amendment of the definition of the words "Protestant Child" and "Roman Catholic child" as they appear in subsection 1 of section 10 of the Indian Act. It is my request that you substitute the present communication for that of June 5th, last, and govern yourself accordingly.

The concluding part of subsection 1 of section 10 of the Indian Act, as enacted by 10-11 Geo.V., Chap. 50, Section 1, provides as follows:-

"... No Protestant child shall be assigned to a Roman Catholic School, or a School conducted under Roman Catholic auspices, and no Roman Catholic child shall be assigned to a Protestant school, or a school conducted under Protestant auspices".

The opinion of the Department of Justice is that a Protestant child is one born of Protestant parents, or one whose father or widowed mother has decided to have him or her educated in a Protestant school, or a school conducted under Protestant auspices. A Roman Catholic child is one born of Catholic parents or one whose father or widowed mother has decided to have him or her educated in a Roman Catholic school, or a school conducted under Roman Catholic auspices. In other words, the father has a right to direct and regulate the religious faith in which his child should be brought up, and his wishes must be regarded unless there is some strong reason for disregarding them.

In accordance with this view, if a Protestant parent wishes his child placed in a Roman Catholic school and brought up in the Roman Catholic religion, or a Roman Catholic parent his child in a Protestant school and brought up in the Protestant religion, he may do so; but for the protection of the Department, we demand in such cases an affidavit to that effect by the father. Such affidavit must be made before a justice of the peace. Indian agent, or other person authorized to take affidavits, and the person who takes such affidavit must certify that the statements set forth in the affidavit were read over or interpreted and explained to the deponent who thoroughly understood the same. In cases of Bona fide adoption, the religion and wishes of the foster father will be recognized by the Department.

As intimated in my earlier communications, I do not wish this ruling to be the occasion of requests that children be transferred from one school to another on the grounds of the present decision. I believe that a child, that has been resident in a school and may have imbibed religious opinions, should remain in that school for the full tuition period.

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Yours very truly,

(sgd) Duncan C. Scott,

Deputy Superintendent General

Rev. Canon S. Gould, M.D., D.C.L.,
General Secretary, Miss. Society,
Church of England in Canada,
604 Jarvis St.,
Toronto, Ont.

Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 3)
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COPY

June 14th, 1922.

Duncan C. Scott, Esq., C.M.G.,
Deputy Superintendent General,
Department of Indian Affairs,
Ottawa, Ont.

Dear Mr. Scott:-

Your letter dated June 5th, "concerning the religion of applicants for admission to Indian Schools", received, and considered by the Executive Committee of the Missionary Society of the Church of England in Canada at its meeting held on Monday of this week.

The Executive Committee adopted, unanimously, the following resolution:-

WHEREAS;

The Executive Committee of the Missionary Society of the Church of England in Canada has before it the letter, dated June 5th, of the Deputy Superintendent General of Indian Affairs stating, in part, as follows:-

" I have to refer to my letter of December 24th last concerning the religion of applicants for admission to Indian residential schools. The concluding part of Subsection 1 of Section 10 of the Indian Act, as enacted by 10-11 Geo.V, Chap.50, Section 1, provides as follows:-

"..... No Protestant child shall be assigned to a Roman Catholic School, or a school conducted under Roman Catholic auspices, and no Roman Catholic child shall be assigned to a Protestant school, or a school conducted under Protestant auspices".

The interpretation, which the Department had placed upon this part of the Section, having been criticized by certain officials interested in the education of our Indian wards, the matter was referred to the Deputy Minister of Justice, whose opinion is that a Protestant child means a child of parents who are Protestant; and a Roman Catholic child is one who has been baptized as a Roman Catholic or is born of Catholic parents; but the father has a right to direct and regulate the religious faith in which his child shall be brought up, and that his wishes must be regarded unless there is some strong reason for disregarding them".

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THEREFORE BE IT RESOLVED;
That the said interpretation is wholly unacceptable to the Church of England in Canada, which demands an interpretation governing in the same terms "applicants for admission to Indian residential schools", in relation to the Church of England and in relation to the Roman Catholic Church: that the official withdrawal, forthwith, of the interpretation be respectfully but most firmly requested and demanded: and that a copy of this resolution be sent to the Right Honourable the Prime Minister of Canada, and to the Honourable the Minister of the Interior as the Superintendent General of Indian Affairs".

The foregoing resolution is so explicit that I do not think that I can add much by way of comment, save to say;

1. That by the words "governing in the same terms", we mean that the form of words, that is the tests, used to determine the religion of an applicant in relation to the Roman Catholic Church must apply also, under similar circumstances, to determine the religion of an applicant in relation to the Church of England in Canada. The interpretation of the Act as given by the Deputy Minister of Justice, quoted in the above resolution lays down the definition that "a Protestant child means a child of parents who are Protestants; and a Roman Catholic child is one who has been baptized as a Roman Catholic or is born of Catholic parents". In other words two tests (1) baptism, (2) parentage, are applied to determine the religion of an applicant in relation to the Roman Catholic Church, and one only, parentage, in relation to the Church of England.

2. That the interpretation under discussion is, in the respect described, wholly and absolutely unacceptable to the Church of England in Canada. The interpretation gives the Roman Catholic Church exceptional consideration and, in consequence, directly invades and contravenes the basal principle of religious equality.

3. That I should be remiss in my duty if I failed to emphasize in the strongest possible manner the fact that the interpretation is wholly and absolutely unacceptable to the Church of England in Canada; which Church very respectfully, but most firmly, requests and demands that it be withdrawn, forthwith, in the same official manner in which it has been announced; and that failing such withdrawal, in the manner described, the Church of England in Canada will, while definitely and publicly ref-

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using to accept or to recognize the interpretation, most strenuously resist and oppose the application of the same by any and every means in its power.

In accordance with the instructions of the Executive Committee I am sending a copy of this letter, including the resolution, to the Right Honourable the Prime Minister and to the Honourable the Superintendent General of Indian Affairs.

Believe me,

Yours very faithfully,

General Secretary.

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KODAK SAFETY ▲ FILM +●

COPY

DEPARTMENT OF INDIAN AFFAIRS

CANADA

Office of the Deputy
Superintendent General,

June 5, 1922. Ottawa.

Dear Canon Gould:-

I have to refer to my letter of December 24th last, concerning the religion of applicants for admission to Indian residential schools.

The concluding part of Subsection 1 of Section 10 of the Indian Act, as enacted by 10-11 Geo.V, Chap.50, Section 1, provides as follows:-

"....No Protestant child shall be assigned to a Roman Catholic School, or a school conducted under Roman Catholic auspices, and no Roman Catholic child shall be assigned to a Protestant school, or a school conducted under Protestant auspices".

The interpretation, which the Department had placed upon this part of the Section, having been criticized by certain officials interested in the education of our Indian wards, the matter was referred to the Deputy Minister of Justice, whose opinion is that a Protestant child means a child of parents who are Protestants; and a Roman Catholic child is one who has been baptized as a Roman Catholic or is born of Catholic parents; but the father has a right to direct and regulate the religious faith in which his child shall be brought up, and that his wishes must be regarded unless there is some strong reason for disregarding them.

In accordance with this view if a Protestant parent wishes his child placed in a Roman Catholic school and brought up in the Roman Catholic religion, or a Roman Catholic parent his child in a Protestant school and brought up in the Protestant religion, he may do so, but for the protection of the Department, we demand in such cases an affidavit to that effect by the father. Such affidavit must be made before a justice of peace, Indian Agent, or other person authorized to take affidavits, and the person who takes such affidavit must certify that the statements set forth in the affidavit were read over or interpreted and explained to the deponent who thoroughly understood the same. In cases of bona fide adoption, the religion and wishes of the foster father will be recognized by the Department. The Department reserves the right to make decisions in special cases that are brought to our attention.

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As intimated in my earlier communication in this connection, I do not wish this ruling to be the occasion of requests that children be transferred fron one school to another on the grounds of the present decision. I believe that a child, that has been resident in a school and may have imbibed religious opinions, should remain in that school for the full tuition period.

The Department enlists your sympathetic co-operation in the event of difficult cases for decision in the future.

(sgd) Duncan C. Scott.

Deputy Superintendent General.

Rev. Canon S. Gould, M.D., D.C.L.,
General Secretary, Missionary
Society, Church of England in
Canada, 604 Jarvis St.,
Toronto, Ont.

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Missionary Society of the Church of England in Canada

GENERAL SECRETARY
REV. CANON S. GOULD, M.D., D.C.L., D.D.

EDUCATIONAL SECRETARY

FIELD SECRETARY
REV. T. B. R. WESTGATE, D.D.
(THE BIBLE HOUSE, WINNIPEG, MAN.)

GENERAL TREASURER
J. M. McWHINNEY, ESQ.

ACCOUNTANT
R. A. WILLIAMS, ESQ.

CABLE ADDRESS
MARTURIA, TORONTO

("MISSIONS CODE," "C.I.M." AND "VIA EASTERN")

39-43 THE BIBLE HOUSE.
184 ALEXANDER AVE. EAST.

EXECUTIVE COMMITTEE
THE PRIMATE (EX-OFFICIO)
THE BISHOP OF HURON (CHAIRMAN)
THE BISHOP OF MONTREAL
THE BISHOP OF TORONTO
THE BISHOP OF QU'APPELLE
DEAN LLWYD
ARCHDEACON SNOWDON
ARCHDEACON FOTHERINGHAM
THE REV. AND HON. DR. CODY
HON. MR. JUSTICE HODGINS
G. C. COPPLEY, ESQ.
E. S. SCOTT, ESQ
B. B. NICHOLSON, ESQ.

WINNIPEG, MAN. April 23rd, 1934.

Dr. Harold W. McGill,
Deputy Superintendent General of Indian Affairs,
Ottawa, Ontario.

Dear Dr. McGill:-

I have received your letter of the 19th instant, No. 1-1-1, enclosing your memorandum of the same date and official number, addressed to "Heads of Church Organizations conducting Indian Residential Schools", and have carefully noted the contents of the same.

As the memorandum refers to "the lack of written records and agreements", I have thought it well to furnish you with copies of correspondence which passed between your predecessor, Dr. Duncan C. Scott, and our General Secretary, the Rev. Canon S. Gould, dealing with a matter of first-rate importance to our Church and Society, so that there may be no misunderstanding with regard to the same. The originals of this correspondence should be on file in the Departmental records, but in case you have not seen it, copies of the same are enclosed herewith for your information and convenience.

Yours very truly,

T. B. R. Westgate

Encls.

TBRW/JF

Field Secretary, M.S.C.C.

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DEPARTMENT OF INDIAN AFFAIRS

CANADA

April 16, 1934.

Memorandum:

Dr. McGILL

During the calendar year 1933, the undermentioned Indian Residential Schools were allowed per capita allowance in excess of the pupilage provided in the Estimates:-

	Pupil-age	March Qr., 1933	June Qr., 1933	September Qr., 1933	December Qr., 1933
ONTARIO:-					
Kenora	73	73	75.74	73.81	79.69
Mt. Elgin	150	152	152	150	150
Spanish	230	246.54	245.79	204.67	237.28
MANITOBA:					
Elkhorn	125	105.65	148.76	133.5	136.45
Fort Alexander	90	90	100	100	100
ALBERTA:-					
St. Bernard's	75	75	75	75.94	87.25
Morley	65	65	65	70	68.49
BRITISH COLUMBIA:-					
St. Mary's Mission	107	107 plus 1 super.	107 plus 1 super.	107 plus 3 super.	107 plus 3 super.

noted HM

In the case of the Elkhorn School, you will remember that we had to send a number of the children from the MacKay School, when the latter was destroyed by fire. In each of the other cases, agents had reported that institutional care was necessary for certain children and, consequently, their admission was approved, thus bringing the number in residence above the authorized pupilage. The Treasury Branch requires your approval and I would appreciate if you would concur in the action that has been taken.

Extra per capita grant approved. please - D. Scott

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1-3-34

LAUD[illegible] ORK OF INDIAN SCHOOLS

Dr. T. B. R. Westlake Says Indian an Asset Canada May Be Proud of

Winnipeg, April 28.—Canada has every reason to be proud of the fine type of citizen now being developed in the Indian residential schools throughout the west, according to Dr T.B.R. Westgate, field secretary of the Church of England in Canada. Mr Westgate has just completed a tour of Indian schools under the jurisdiction of his society.

Magnificant field crops of grain and vegetables which even stretch into locations within the Arctic circle, after convincing proof the Indian is an asset Canada might well be proud of, he said.

Dr. Westgate's tour took him from Moosonee, on James Bay, in northern Ontario, to Alert Bay, Vancouver Island, thence over the historic trail of '98 at Aklavik, in the Arctic. The return journey was made down the Athabasca and Slave rivers to Hay River, Onion Lake, Pelgan, Elkhorn and on to Winnipeg.

Many pictures were taken at the various schools visited. A prized possession is one showing an Indian plowing with a team of huskies supplying the "horse power." It was taken near Aklavik, in the estuary of the Mackenzie. A grain elevator was owned and operated by Indians at one reserve visited. Mr. Westgate said

1-3-34

[illegible] Estimate O[illegible]
[illegible] Wheat Cr[illegible]

Brandon Sun
Apr 14 1934

1-3-34

l Wheat Crop t Same as in 1933

April 30. — The world [illegible] the summer har- ed today as

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Edmonton,Alta.
9916-110 Str. 3rd May 1934.

SCHOOLS BRANCH
MAY 9 1934

Doctor H.W. McGILL,
Deputy Superintendent General
Department of Indian Affairs,
Ottawa.

Your File:I-I-I.

Dear Doctor,

I am pleased to acknowledge receipt of your letter of April 19 with inclosed circular setting forth the future policy of your Department regarding its responsability in connection with Indian residential schools

The new regulation is nothing but fair,and you may be sure that we shall be too glad to comply with it,in future.

Yours very truly.

Bishop of Adramyte,
Vic. Apost. of Mackenzie.

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May 11th. 1944.

[illegible]

The Honourable the Superintendent General -

For your information I enclose a list regarding pupils of Indian residential schools prepared by the Schools Branch, which is self-explanatory.

Yours

Deputy Superintendent General.

2

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School Files

-1-1

DEPARTMENT OF THE INTERIOR
CANADA
OFFICE OF THE SECRETARY

OTTAWA, June 7, 1934.

Dear Sir,-

In a letter received from A. W. Lutpp...
P.O.Box 294, Charlottetown, P. E. I.,.....
is a request --- among other matters --- for the following information:-

"As I intend teaching at Norway House, Manitoba, wish to obtain as much information as possible re the Indians; their mode of living; legislation which has been passed concerning them; what provision is made for their health, education, economic welfare &c."

We have advised the inquirer that the above-mentioned portion of the request has been transferred to your office for attention.

Yours truly,

The Secretary
Department of Indian Affairs,
Booth Bldg.,
O t t a w a.

Assistant Secretary.

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Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 3)
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1-1-1

Ottawa, June 13th, 1934.

Sir,-

The Department of the Interior has referred to this Department part of your recent letter. It is noted from this that you intend teaching at Norway House, Manitoba. I presume that you refer to the Norway House Indian Residential School. If so, this is conducted under the auspices of the United Church of Canada and the Associate Secretary, Rev. Kenneth J. Beaton, B.A., 299 Queen St. W., Toronto 2, Ont., will give you any particulars you require regarding your duties.

Your obedient servant,

Philip Phelan.
For Supt. of Indian Education.

A. W. Mutch, Esq.,
P. O. Box 294,
Charlottetown, P. E. I.

Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 3)
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SCHOOLS BRANCH
16

21 Princess St
St. John N.B.
Jan. 11/34

Supt. Indian Agencies
Ottawa Ont.

Sir:— Would you oblige me by sending me a list of Government Indian schools in British Columbia, Alberta and Saskatchewan.

Thanking you,
Yours truly
(Miss) Emma L. Honeywell.

Annual Report
Please

Genl. 15/6/34

(For Annual Report
1933-34)

E D U C A T I O N

There were 70 residential schools in operation during the year, with a total enrolment of 8,596 and an average of 7,760 - the percentage being 90.27. 256 day schools were also conducted, with an enrolment of 8,663 and an average attendance of 5,468, giving a percentage of 63.10.

As shown in the above paragraph, 336 schools were conducted by the Department, and, in addition, assistance was granted to 10 combined white and Indian schools. The total enrolment of Indian children at all schools was 17,448, with an average attendance of 13,358, giving a percentage of attendance of 76.52. The tabular statement, showing the location and indicating the enrolment and other facts in the case of each school, will be found in Part 2 of this report.

Every effort was made during the year to improve the efficiency in both residential and day schools. Qualified teachers and instructors were employed and equipment was maintained.

The cooperation of the Churches with the Department in the management of Indian residential schools is as follows:-

Roman Catholic	44	residential schools
Church of England	20	" "
United Church	13	" "
Presbyterian Church . . .	2	" "
Total . .	79	" "

The MacKay Indian Residential School, which has been conducted under the auspices of the Church of England, was destroyed by fire on March 19th, 1933, and has not been rebuilt. During the year, the Department recognised a residential school conducted under the auspices of the Church of England at Fort George, Quebec. In addition to the regular academic work at all Indian residential schools, farming, gardening, care of stock, manual training, and domestic instruction are being given more and more attention each year.

In the province of New Brunswick and in the province of British Columbia, the Department employs an Indian School Inspector. In the other provinces, arrangements have been made with the Provincial Departments of Education for the services of the regular public and separate school inspectors. Consequently, all classrooms

- except those

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Indian Affairs. (RG 10, Volume 6001, File 1-1-i, part 3)
School Files

except those in the more northern schools are regularly visited by qualified inspectors. All pupils receive medical inspection at regular intervals.

Continuation and high school work is taught at several of the day and residential schools. The more advanced pupils in those residential schools situated close to municipal collegiates are able to receive secondary education in competition with white children. There are approximately 200 Indian students who are not shown in the tabular statement but who are attending public schools, high schools and colleges in Canada. In the case of most of these, the Department assists with a grant from Parliamentary Appropriation. Every possible effort is made to assist only those who will likely benefit from secondary education.

No new building operations were undertaken but all buildings were kept in a good state of repair. The expenditure for Indian Education for the year shows a decrease of $82,063.21, as compared with the previous year. Additional consideration has been given to the selection of suitable texts in order to provide books that would adequately meet the requirements of our schools. School inspectors and teachers have commented favourably on our efforts in this regard.

The expenditure for Indian education from parliamentary appropriation for the fiscal year ended March 31st, 1934, amounted to $1,620,129.85, as follows:-

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PUBLIC ARCHIVES
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(For Annual Report
1933-34)

E D U C A T I O N

There were 79 residential schools in operation during the year, with a total enrolment of 8,696 and an average of 7,760 - the percentage being 90.27. 256 day schools were also conducted, with an enrolment of 8,653 and an average attendance of 5,468, giving a percentage of 63.19.

As shown in the above paragraph, 335 schools were conducted by the Department, and, in addition, assistance was granted to 10 combined white and Indian schools. The total enrolment of Indian children at all schools was 17,448, with an average attendance of 13,352, giving a percentage of attendance of 76.52. The tabular statement, shewing the location and indicating the enrolment and other facts in the case of each school, will be found in Part 2 of this report.

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Total . .	79	" "

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In the province of New Brunswick and in the province of British Columbia, the Department employs an Indian School Inspector. In the other provinces, arrangements have been made with the Provincial Departments of Education for the services of the regular public and separate school inspectors. Consequently, all classrooms

- except those

PUBLIC ARCHIVES
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Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 3)
School Files

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No new building operations were undertaken but all buildings were kept in a good state of repair. The expenditure for Indian Education for the year shows a decrease of $92,093.21, as compared with the previous year. Additional consideration has been given to the selection of suitable texts in order to provide books that would adequately meet the requirements of our schools. School inspectors and teachers have commented favourably on our efforts in this regard.

The expenditure for Indian education from parliamentary appropriation for the fiscal year ended March 31st, 1934, amounted to $1,620,129.85, as follows:-

Indian Affairs. (RG 10, Volume 6001, File 1-1-3, part 3)
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CANADA

THE DEPARTMENT OF

TRADE AND COMMERCE
CANADA

COMMERCIAL INTELLIGENCE SERVICE

PLEASE QUOTE FILE 2524

OTTAWA, July 18, 1934.
CANADA

R.T. Ferrier, Esq.,
Supt. of Indian Education,
Department of Indian Affairs,
O T T A W A.

Dear Sir,- Re: TEACHING OF INDIANS

Mr. C.M. Croft, Canadian Trade Commissioner at Auckland, New Zealand, writes that he has received a request from a school teacher in the Native School Service in New Zealand asking if it would be possible to secure reports on the education of, and the course of instruction given to, the Canadian Indians.

I have no doubt that your Department is in a position to provide some very useful information in this direction and I should be obliged if you would forward it to Mr. Croft, in duplicate, so that one copy may be submitted to his correspondent and one copy retained for reference purposes.

Will you please advise me when this material has been despatched to Mr. Croft.

Yours faithfully,

(L.D.Wilgress)
Director,
Commercial Intelligence Service.

DM/YJ.

PUBLIC ARCHIVES
ARCHIVES PUBLIQUES
CANADA

Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 3)
School Files

Ottawa, July 23, 1934.

Sir:

Mr. L. D. Wilgress, Director of the Commercial Intelligence Service, Department of Trade & Commerce, advises that you wish some information regarding Indian schools in Canada.

Under separate cover, I am sending two copies of our last Annual Report. You will note that we conduct both residential schools and day schools. The course of study prescribed for the province in which the school is located is followed. In addition to the regular academic courses, in the residential schools the boys are taught certain trades and the girls receive training in domestic science.

Your obedient servant,

Philip Phelan,
for Supt. of Indian Education.

C. M. Croft, Esq.,
Canadian Trade Commissioner,
Auckland,
New Zealand.

PUBLIC ARCHIVES
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CANADA

Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 3)
School Files

Ottawa, July 23, 1934.

Sir:

I beg to acknowledge receipt of your letter of the 18th instant, addressed to Mr. R. T. Ferrier, late Superintendent of Indian Education.

A letter is being directed to Mr. Croft and he is also being forwarded two copies of the last departmental report, which includes statistics regarding Indian education in Canada.

Your obedient servant,

Philip Phelan,
for Supt. of Indian Education.

L. D. Wilgress, Esq.,
Director,
Commercial Intelligence Service,
Dept. of Trade & Commerce,
Ottawa.

Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 3)
School Files

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DEPARTMENT OF INDIAN AFFAIRS
CANADA

OFFICE OF THE
DEPUTY SUPERINTENDENT GENERAL
OTTAWA

October 21, 193..

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UNIVERSITY OF PENNSYLVANIA
THE SCHOOL OF EDUCATION

Department of Education

Philadelphia

September 7, 1934

Department of Indian Affairs
Ottawa, Canada

Gentlemen:

In connection with a study I am making of the relationship of the Government of the Dominion of Canada to education, I am anxious to secure authoritative information respecting the policy and program and legal provisions for the education of the Indians.

Any documents you may be able to send me bearing upon this question would be of material help and the receipt of the same from you would be greatly appreciated. If there are any charges involved I shall be very glad to remit the amount necessary to cover the same.

I am especially interested in the laws passed dealing with the matter from the time of its first initiation and also whether or not, and the extent to which, the provincial departments of education have been associated with the Dominion Government in providing for the education of the Indians.

Any information or materials you may be able to send me will be sincerely appreciated.

Yours sincerely,

James C. Miller
Professor, Educational
Administration

JCM J

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Ottawa, Sept. 25, 1934.

Sir:

I have your letter of the 7th instant, requesting information respecting the policy, programme and legal provision for the education of the Indians in Canada.

In reply I have to say that, under authority of Sections 9-11 of the Indian Act, as amended, the Governor in Council is granted authority for the establishment of schools for Indian children. Under separate cover, you are being forwarded a copy of the Indian Act. Section 100 permits the Indian Bands in Council to make rules and regulations as to the religious denomination to which the school established on a reserve shall belong.

Indian education had its beginning in all parts of Canada in mission schools. Gradually, the Dominion has shouldered the burden and accepted the responsibility.

There are two classes of schools - day and residential. The day schools, situated on reserves, are comparable in every way to the ordinary rural school. Residential schools are for the Indian child who is underprivileged from an educational standpoint, i. e., no school close to his home, orphan, or neglected. The activity at a residential school is both academic and vocational. Girls are taught the domestic arts, practical nursing, etc., and boys are prepared for whatever vocations are common on their particular reserves. The

- academic

James C. Miller, Esq.,
Professor,
Educational Administration,
University of Pennsylvania,
Philadelphia, Pa.,
U. S. A.

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academic work is as prescribed for white schools by the Provincial Departments of Education.

Indian schools are not part of the provincial system, but, at our request, they are visited by the Provincial Public and Separate School Inspectors. Teachers are engaged or dismissed by the Department of Indian Affairs, but they are expected to follow the advice of the Provincial Inspectors.

From the establishment of the first schools, nearly 100 years ago, there has been cooperation between the Dominion Government and the various religious denominations interested in missionary work among the Indians. The majority of our schools are conducted under the auspices of one or other of the religious denominations associated with the Department in the carrying out of its educational policy.

There are no special reports on the Department's educational programme. Our Annual Reports are the only current printed matter. You are being forwarded a copy of the Annual Reports of the Department for the years ending March 31, 1927, and 1933. By reference to the report of 1927, page 12, you will find a brief account of Indian education since the date of Confederation, 1867.

The Provincial Departments of Education have no responsibility whatever for the education of Indian children. All expenditure for the purpose is provided by Parliamentary Appropriation. The Indians themselves do not provide any part of the cost of their education. Teachers having provincial qualifications are engaged in the classroom activities.

Your obedient servant,

J. D. Sutherland,
Acting Supt. of Indian Education.

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4. What connection do the schools have at present with the Education?

5. Is the appointment of school inspectors taken from the recommendations of the inspector?

6. What have been the powers of Indian or Eskimo parents regarding the retirement or removal of teachers?

Thanking you,

Yours,

J. Wills. Indian.

a thesis for my M.A. degree from Toronto University. It is the study of Native and Indian Education and the Schools.

1. Does the Department favour any particular religion in Indian Education? Would they prefer Non-Sectarian Schools?

2. Is it so, is there need for the existence of Schools, Missions, Churches, etc. in the Reserves?

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Ottawa, October 16, 1934.

Sir:

I have your letter of the 11th instant, requesting information regarding the education of the Indians in Canada. In this connection I have to say that the Department does not appear to have received your previous letter.

Under Sections 9 - 11 of the Indian Act, as amended, the Governor in Council is granted authority for the establishment of schools for Indian children. Under separate cover, you are being forwarded a copy of the Indian Act and Annual Reports of the Department for the years 1927 and 1933.

Indian education had its beginning in all parts of Canada in mission schools. Gradually, the Dominion has shouldered the burden and accepted the responsibility.

There are two classes of schools - day and residential. The day schools, situated on reserves, are comparable in every way to the ordinary rural white school. Residential schools are for the Indian child who is under-privileged from an educational standpoint, i. e., no school close to his home, orphan or neglected. The activity at a residential school is both academic and vocational.

Indian schools are not part of the provincial system, and the Provincial Departments of Education

- have no

F. Arthur Williams, Esq.,
Ste. Marguerite Station,
Terrebonne Co., Que.

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have no responsibility whatever for the education of Indian children. At our request, Indian schools are inspected by the Provincial Public and Separate School Inspectors. Teachers are engaged or dismissed by the Department of Indian Affairs, but they are expected to follow the advice of the Provincial Inspectors. Teachers having provincial qualifications are engaged in the classroom activities. The course of study is as prescribed for white schools by the Provincial Department of Education.

All expenditure in connection with Indian educatio. in Canada is provided by Parliamentary Appropriation. The Indians themselves do not provide any part of the cost of their education.

From the establishment of the first schools, nearly 100 years ago, there has been cooperation between the Dominion Government and the various religious denominations interested in missionary work among the Indians. The majority of the Indian schools are conducted under the auspices of one or other of the religious denominations associated with the Department in the carrying out of its educational policy.

There are no special reports available for distribution regarding the Department's educational programme. Our Annual Reports are the only current printed matter. By reference to the report of 1927, page 12, you will find a brief account of Indian education since the date of Confederation - 1867. In the report for 1933, the latest available, I would refer you to page 14, which will show briefly the work being carried out in the education of Indian children at the present time and the expenditure incurred. If you refer to pages 43 - 56, you will find a list of the Indian schools in Canada, where located, enrolment, etc.

I enclose, also, a brief historical sketch.

Your obedient servant,

J. D. Sutherland,
Acting Supt. of Indian Education.

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Oct 19/34

E3

INDIAN RESIDENTIAL SCHOOLS

School	Ownership	Denomination	Pupilage	Per Capita Grant
NOVA SCOTIA				
Shubenacadie	Gov't.	R. C.	160	$180.
QUEBEC				
Fort George	Church	C. E.	35	200.
ONTARIO				
Albany	Gov't.	R. C.	80	200.
Cecilia Jeffrey	Gov't.	Presby.	145	165.
Chapleau	Gov't.	C. of E.	100	160.
Ft. Frances	"	R. C.	85	165.
Ft. William	Church	R. C.	95	150.
Kenora	Gov't.	R. C.	76	165.
McIntosh	Gov't.	R. C.	80	165.
Mohawk	"	C. of E.	150	160.
Moose Fort	Church	C. of E.	40	200.
Mt. Elgin	Gov't.	U. C.	150	150.
* Shingwauk	Church	C. of E.	100	160.
Spanish	Church	R. C.	230	160.
Sioux Lookout	Gov't.	C. E.	135	165.
MANITOBA				
Birtle	Gov't.	Presby.	115	170.
Brandon	Gov't.	U. C.	165	170.
Cross Lake	Church	R. C.	40	175.
Elkhorn	Gov't.	C. of E.	155	170.
Ft. Alexander	"	R. C.	100	165.
Norway House	"	U. C.	105	175.
Pine Creek	Church	R. C.	90	165.
Portage la Prairie	Gov't.	U. C.	90	165.
Sandy Bay	"	R. C.	75	165.

* A new school building is in course of erection, and, when completed, it will be a government-owned institution. It will accommodate 150 pupils.

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INDIAN RESIDENTIAL SCHOOLS

School	Ownership	Denomination	Pupilage	Per Capita Grant
				$
		SASKATCHEWAN		
Beauval	Gov't.	R. C.	100	180.
Cowessess	Church	R. C.	80	166.
Duck Lake	Gov't.	R. C.	150	170.
File Hills	Gov't.	U. C.	100	160.
Gordon's	"	C. of E.	120	160.
Guy	"	R. C.	125	175.
Lac la Ronge	"	C. of E.	100	200.
Muscowequan	"	R. C.	110	165.
Onion Lake (R.C.)	"	R. C.	110	170.
Onion Lake (C.E.)	"	C. of E.	100	170.
Qu'Appelle	"	R. C.	235	170.
Round Lake	"	U. C.	75	160.
St. Philips	"	R. C.	65	165.
Thunderchild	Church	R. C.	120	170.
		ALBERTA		
Blood R.C.	Gov't.	R. C.	140	165.
Blood C.E. (St. Paul's)	"	C. of E.	125	140.
Blue Quills	"	R. C.	140	170.
Crowfoot	"	R. C.	75	165.
Edmonton	"	U. C.	150	170.
Ermineskins	Church	R. C.	140	170.
Holy Angels	"	R. C.	40	175.
Morley	Gov't.	U. C.	70	166.
Old Sun's	Gov't.	C. of E.	100	165.
Peigan R.C. (Sacred Heart)	"	R. C.	60	165.
Peigan C.E. (St. Cyprian)	"	C. of E.	60	165.
Sturgeon Lake	Church	R. C.	90	180.
St. Albert	"	R. C.	160	180.

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INDIAN RESIDENTIAL SCHOOLS

School	Ownership	Denomination	Pupilage	Per Capita Grant
		ALBERTA (cont'd.)		
St. Bernard's	Church	R. C.	75	$175.
St. Bruno's	"	R. C.	125	175.
Wabasca C.E.	"	C. of E.	30	180.
Wabasca R.C.	"	R. C.	100	180.
Whitefish Lake	"	C. of E.	30	180.
Vermilion	"	R. C.	65	180.
		NORTHWEST TERRITORIES		
Aklavik	Church	R. C.	40	200.
Ft. Resolution	"	R. C.	80	200.
Hay River	"	C. of E.	30	200.
Providence Mission	"	R. C.	65	200.
		BRITISH COLUMBIA		
Ahousaht	Gov't.	U. C.	65	180.
Alberni	"	U. C.	115	180.
Alert Bay	"	C. of E.	200	180.
Cariboo	Church	R. C.	135	170.
Christie	"	R. C.	110	180.
Coqualeetza	Gov't.	U. C.	225	170.
Kamloops	"	R. C.	285	170.
Kitamaat	Church	U. C.	30	175.
Kootenay	Gov't.	R. C.	90	170.
Kuper Island	"	R. C.	100	170.
Lejac	"	R. C.	160	170.
St. George's (Lytton)	"	C. of E.	180	180.
Pt. Simpson	Church	U. C.	35	175.
St. Mary's	"	R. C.	125	170.
Sechelt	Gov't.	R. C.	60	170.
Squamish	Church	R. C.	65	170.

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INDIAN RESIDENTIAL SCHOOLS

School	Ownership	Denomination	Pupilage	Per Capita Grant
		YUKON		
Carcross	Gov't.	C. of E.	[illegible]	$250.
St. Paul's Hostel	Church	C. of E.	30	250.

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MEMORANDUM

To Mr. J. C. Sutherland
Acting Supt of Indian Educ

Auditor General's Office,

Ottawa, Oct. 12/34 192

Would you please revise the attached as far as Ownership is concerned

N. F. Crowley.
Room 243
Confederation Bldg.

Ottawa, October 19 1934.

Sir:

I enclose a list of the Indian Residential Schools, corrected and brought up to date, showing ownership, denomination, pupilage and per capita grant provided. I hope this will meet your requirements.

Your obedient servant,

Encl.

J. D. Sutherland,
Acting Supt. of Indian Education.

M. G. Crowley, Esq.,
Auditor General's Dept.,
Room 245,
Confederation Building,
O t t a w a.

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1-1-1 X

Hoping you will understand
how extremely busy reports are,
I remain,

Yours truly,

Indian Agent.

St. Margaret's Station,
Sept. 15th, 1911.

Sir,

Acting Supt. of Indian Education,
Supt. of Indian Affairs,
Ottawa, Ont.

Dear Sir:

In reply to your letter, No. 111, of
ult., I regret, Sirs, I have
nothing to add to information forwarded
you in my report of
about the subject of Indian

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forwarded from any agency?

2. Does the Dept. of Indian Affairs publish an annual report?

3. When did it start publishing such reports?

4. Are these reports in part sent to any agency eg. Regina office or the City they are dispatched?

5. If not, would the Department grant me the privilege of reading these reports in view of obtaining information desired? If course this would be provided could I avail myself of this opportunity without and guarantee their safe return.

education from the historical point of view. Details regard teachers data. Often it makes a stale comic if the one you sent me dispatch a few days ago. Consequently then using information up to the time of 'Confederation' from the annual reports often caused, and, 1867-1934, then these reports as well as those issued annually by the Dept. of Indian Affairs.

Hope these questions will not cause you any inconvenience. 4. When may these annual reports be inspected? May this be

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1-1-1.

Ottawa, October 29, 1934.

Sir:

I have your letter of the 15th instant, requesting the Department to supply you with information regarding its educational system for the Indians of Canada.

Regarding the data which you require, I have to say that you are being forwarded, under separate cover, copies of the Annual Report of this Department for the years 1926 - 1933, with the exception of the report for the year 1929, which is not now available for distribution. The preparation of the various statements which you require, as to the aggregate days of attendance, etc., would entail considerable work on the part of the staff. By a review of the reports which we are sending, you will obtain information covering the past seven years.

We have not full information regarding the actual number of Indian children of school age in Canada, that is, between 7 and 16 years, but there are approximately 20,000. Of this number about 17,500 are attending school.

There are two classes of schools - day and residential. The residential schools are conducted under the auspices of one or other of the religious denominations associated with this Department in the carrying out of its educational policy, as is also the larger number of the day schools. There are approximately 180 teachers in the residential schools and 300 in the day schools.

I would suggest that you find it convenient to visit the Department, when all reports and any other information available will be placed at your disposal. It is hoped, however, that, from the reports which are being sent, you will be able to obtain most of the information you require. I am also forwarding a copy of the Indian Act and would refer you particularly to Sections 9 - 11.

Your obedient servant,

J. D. Sutherland,
Acting Supt. of Indian Education.

Cyril C. O'Brien, Esq.,
63 Cunard Street,
Halifax, N. S.

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Ottawa, October 29, 1934.

Sir:

I have your letter of the 18th instant, requesting further information regarding the education of the Indians in Canada. I note you are seeking information up to the time of Confederation.

The Department has very few records relating to Indian schools, previous to Confederation, when the Dominion Government became responsible for the education of the Indians. I am not aware where you would obtain information giving the missionary efforts of the various church denominations previous to 1872, the year this Department began publishing annual reports. I regret we will be unable to supply copies of the annual reports from that time. No doubt, copies could be seen in any of the more prominent libraries in Canada.

I would suggest that you find it convenient to visit this Department, when any reports or other information we have will be placed at your disposal.

Your obedient servant,

J. D. Sutherland,
Acting Supt. of Indian Education.

F. Arthur Williams, Esq.,
Ste. Marguerite Station,
Terrebonne Co.,
Que.

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1-1-1

The School,
Horoera,
Te Araroa,
East Coast.
New Zealand.

The Superintendent of Indian Education,
Ottawa.

Dear Sir,

I presume, you recently received an inquiry from Mr Croft, the Canadian Trade Commissioner in New Zealand, regarding some information on Education amongst the Indians. I have a copy of the Annual Report of the Department of Indian Affairs for 1933. I really required a copy of the syllabus which you prescribe for your schools. I teach in a Native school, and I am keenly interested in these problems peculiar to native schools. No doubt you emphasize the use of English in your schools. The change over from the native tongue to the English results in conflict and confusion. This is only one of those problems I mentioned earlier.

I should, therefore, be pleased if you would forward me a copy of the syllabus

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Ottawa, October 30th, 1934.

Sir,-

I beg to acknowledge the receipt of your letter requesting further information regarding Indian schools in Canada. The Department does not issue any syllabus for Indian schools, as these schools follow the same curriculum as is prescribed by the province in which the schools are located.

You are, no doubt, aware that education in Canada for White children is under the jurisdiction of the different provincial governments. The education of Indians is the only system of education controlled by the Dominion Government and we have, therefore, found it advisable to adopt the system of following the provincial curricula.

One special difficulty in Indian schools is that many of the children do not speak English when they come to school. In order to assist the teacher, we have found it useful to use a manual prepared by the Department of Education of Ontario. While this manual refers particularly to the teaching of English to French-speaking children, many of our teachers have applied it to advantage in Indian schools. We have, also, found it necessary to prepare a Pre-Primer designed especially for our schools. For your information, I enclose a copy of the manual referred to above, also a copy of our Pre-Primer and the Work Book which is used in connection with it.

Your obedient servant,

J. D. Sutherland.
Acting Supt. of Indian Education.

Edward Nepia, Esq.,
The School,
Horoera,
Te Araroa,
East Coast,
New Zealand.

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REV. D. C. MACGREGOR, D.D.
CHAIRMAN

Board of Home Missions

The United Church of Canada

299 QUEEN ST. WEST
TORONTO 2, ONTARIO

REV. ROBERT B. COCHRANE, D.D.
SECRETARY

REV. COLIN G. YOUNG, D.D.
ASSOCIATE SECRETARY

REV. KENNETH J. BEATON, B.A.
ASSOCIATE SECRETARY

1-1-1

October 31st, 1934.

Mr. J. D. Sutherland,
Department of Indian Affairs,
Ottawa, Ontario.

Dear Mr. Sutherland:

I have a letter from Mr. F. Arthur Williams of Ste. Marguerite Station, Terrebonne County, Quebec, who is preparing to write a thesis on Indian Education. I am supplying him with information as far as the work of the United Church is concerned, but I know that he would like to correspond with the Department of Indian Affairs concerning the work as a whole. I am taking the liberty of referring him to you and I trust that it will not inconvenience you to write to him when you receive his letter of enquiry.

Trusting that you are rapidly returning to normal health and with kindest regards,

I remain,

Yours sincerely,

Arthur Brewer

AB:NEF

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Ottawa, November 1, 1934.

Dear Mr. Barner:

I have your letter of yesterday's date, with reference to supplying information to F. Arthur Williams, of Ste. Marguerite Station, Que., who is writing a thesis on Indian Education.

In this connection I have to say that I have already replied to two communications from this man and supplied him with information, a copy of annual reports, etc., from which I hope he will be able to obtain the information he requires.

I am feeling much better and hope that I have practically returned to normal. However, I am taking things as easy as possible. I have been back at work in the office since the end of August, last.

Hoping you are enjoying good health and with best regards,

Yours sincerely,

J. D. Sutherland,
Acting Supt. of Indian Education.

Rev. Arthur Barner,
Board of Home Missions,
United Church of Canada,
299 Queen Street West,
Toronto 2, Ont.

The Department of Indian Affairs.
Ottawa.

Archerwill, Sask.
Jan 1 1933

1-1-1

(3)

Dear Sirs,

I am writing the affirmation of a decade which reads, "Resolved that the Government is treating the Indians fairly" and I would be grateful if you would give me the statistics on the number of Indian missions and schools, the number of people employed in caring for them and the approximate amount of money expended for their care, also the Indian population over a number of years, if possible.

Thanking you

Sincerely
D. W. Jurica
Archerwill
Sask.

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1-1-1.

Ottawa, January 7, 1936.

Sir:

I have your letter of the first instant, requesting to be supplied with certain statistics and other information regarding Indian schools.

In this connection I have to say that you are being forwarded, under separate cover, a copy of the Annual Report of the Department of Indian Affairs for the fiscal year ended March 31, 1933 - this being the last report available for distribution. I would refer you to pages 14 and 15, Part I, and pages 44 to 56, Part II, which, it is hoped, will supply you with the information required. A census of the Indians in Canada can be found on page 31, Part II of the report.

Your obedient servant,

J. D. Sutherland,
Acting Supt. of Indian Education.

D. W. Pierce, Esq.,
Archerwill,
Sask.

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[illegible] P. Q.
[illegible] 4.

Re.Honourable R. B.Bennett,
Prime Minister,
Ottawa, Ont.

Dear Mr. Bennett :

I have just read the 'Montreal Gazette' of 21st December,1934, stating that you held a conference with delegations [illegible] from all parts of Canada and that the round-table discussion was about the improvement of our Indian schools.

As an Indian vitally interested in the future of my people, I wish you would [illegible] a complete reorganization of the Educational Branch of the Indian Department, first by appointing a nationally-known educationalist, such as William B. Newell, M. A., Caughnawaga, P. Q., or Hon. George Weir, Ph. D. of British Columbia, as superintendent of Indian Education.

The U. S. Indian Bureau have now a very efficient education branch, and I wish to suggest that we do something to make our Indian schools even more efficient than theirs, for which see the last annual report of the Indian Bureau at Washington, D. C.,

Hoping that I have made a timely suggestion.

I am

Yours sincerely,

J. A. Canadian

Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 3)
School Files

PUBLIC ARCHIVES
ARCHIVES PUBLIQUES
CANADA

Ottawa, December 31, 1934.

H. W. McGill, Esq., M.D.,M.C.,V.D.,
Deputy Superintendent General
of Indian Affairs,
O t t a w a.

Dear Dr. McGill:

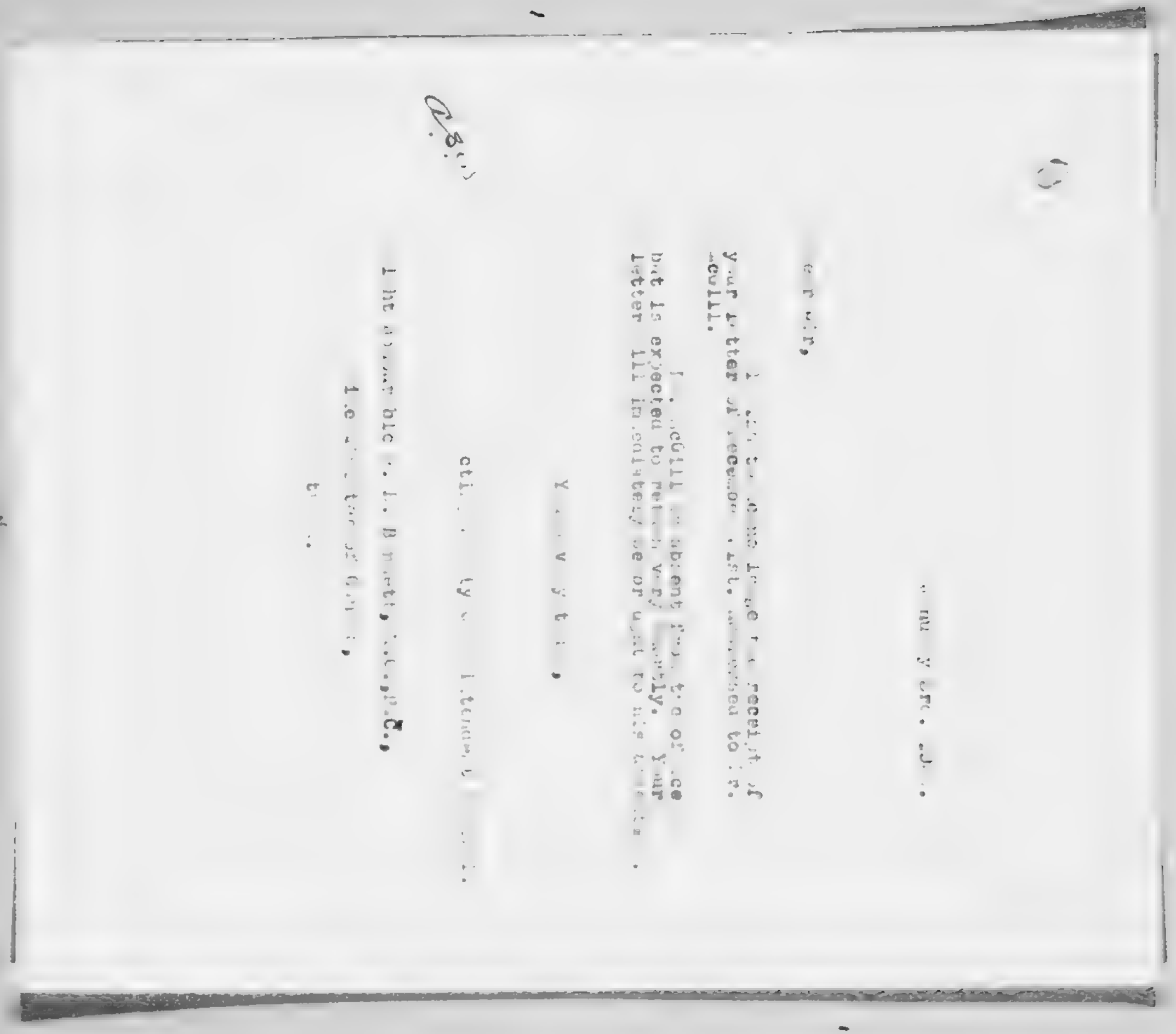
The enclose letter is self-explanatory.

As your Minister if absent from the City, I am writing you to advise me just what is being done in connection with Indian education.

Yours faithfully,

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Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 3)
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January 8, 1935.

Memorandum:

DR. McGILL,-

Relative to the communication the Right Honourable the Prime Minister received from J. A. Canadian, an Indian of the Caughnawaga Band, I would say that this man is a rather aggressive and prolific letter writer. He, his wife and two children are at present on relief. Concerning the request of the Prime Minister, to be advised what is being done in connection with Indian education, I would say, briefly, there are 256 day schools, 79 residential schools and 10 combined White and Indian day schools in operation in Canada, with an enrolment of 17,448 pupils and an average attendance of 76.52%. The average attendance compares favourably with that in provincial rural schools.

The Department is associated with the various Church denominations in the carrying out of its educational policy, the greater number of schools being conducted under church auspices. Buildings and equipment are kept to maximum efficiency, as funds at our disposal permit. Teachers having professional qualifications are engaged and all schools, except in New Brunswick and British Columbia, are inspected by provincial public and separate school inspectors. In the two provinces named, we have our own inspectors. Text books and classroom studies are as prescribed for provincial white schools.

At all residential schools and a great number of the day schools, pupils can advance to the Ninth or Entrance Grade. An increasing number each year pass their Entrance to High School. At the residential schools and certain of the day schools, there are classes in manual training for the boys and domestic science for the girls. The boys are instructed in farming and the care of stock at residential schools and the girls receive training in general household duties. It would not be possible, without a large increased expenditure, to extend the work. Reports from public and separate school inspectors frequently make favourable comparison of the instruction being given in Indian schools with that in White schools in their inspectorates.

There are a large number of Indian pupils taking advanced educational courses at high schools, collegiates, business colleges and universities. No part of the cost of the education of Indian children is charged to the

- Indians

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Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 3)
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Indians or to their Band Funds - all expenses being paid from Parliamentary Appropriation.

With special reference to the Caughnawaga reserve, to which Mr. J. A. Canadian belongs, I would say there are three modern 4-roomed schools, one 2-roomed school, and three one-roomed schools, with a teaching staff of 19 fully qualified professional teachers. In addition, there is a qualified physical instructor. Besides the regular curriculum, domestic science is taught the older girls and there is a stenographic and bookkeeping course for both boys and girls.

There are approximately 540 children of school age on the reserve. Of this number, 496 attend the day schools on the reserve and 40 others are in attendance at Indian residential schools, technical schools, business colleges and universities.

The buildings, equipment and classroom instruction on this reserve would compare more than favourably with the schools in the towns and villages of Quebec. None of the Indians contribute one cent to the cost of the education of their children. It would be difficult to improve classroom instruction at these schools. I consider that Mr. Canadian has no cause for complaint in connection with Indian education, at least on the Caughnawaga reserve.

J. D. Rutherford

Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 3)
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DEPARTMENT OF INDIAN AFFAIRS
CANADA

January 8, 1935.

Memorandum:

DR. McGILL,-

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- Indians

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Indians or to their Band Funds - all expenses being paid from Parliamentary Appropriation.

With special reference to the Caughnawaga reserve, to which Mr. J. A. Canadian belongs, I would say there are three modern 4-roomed schools, one 2-roomed school, and three one-roomed schools, with a teaching staff of 19 fully qualified professional teachers. In addition, there is a qualified physical instructor. Besides the regular curriculum, domestic science is taught the older girls and there is a stenographic and bookkeeping course for both boys and girls.

There are approximately 540 children of school age on the reserve. Of this number, 496 attend the day schools on the reserve and 40 others are in attendance at Indian residential schools, technical schools, business colleges and universities.

The buildings, equipment and classroom instruction on this reserve would compare more than favourably with the schools in the towns and villages of Quebec. None of the Indians contribute one cent to the cost of the education of their children. It would be difficult to improve classroom instruction at these schools. I consider that Mr. Canadian has no cause for complaint in connection with Indian education, at least on the Caughnawaga reserve.

J. D. Sutherland

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Indian Affairs. (MG 10, Volume 6001, File 1-1-i, part 3)
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FILM +●

January 10th. 1935.

Dear Mr. Bennett,

Please be good enough to accept my expression of regret at the delay in my answer to your letter of December 21st. in respect to the matter of Indian education. I was absent from my office for several days owing to a minor illness and your letter was brought to my attention immediately upon my return.

Regarding the departmental activities in connection with the matter of Indian education, I would say that for the fiscal year ending March 31st. 1934, the expenditure for this item amounted to $1,860,159.85, a sum somewhat exceeding 40% of our total appropriation from the General Vote.

I would say briefly that there are 79 residential schools, 256 day schools and 10 combined white and Indian day schools operated in Canada with an enrolment of 17,446 pupils, and an average attendance of 76.0%. The average attendance compares favourably with that in provincial rural schools. Approximately an equal number of Indian children are educated in residential and day schools respectively. The cost of educating children is approximately 4½ times as great in the residential schools as in the day schools.

The earlier efforts in the way of educating the Indians by means of residential schools were undertaken through Church and missionary enterprise. In 1911 the Department, by agreement, undertook the payment of per capita grants towards defraying the costs of maintaining

Right Honourable R. B. Bennett, K.C., P.C., LL.D.,
Prime Minister of Canada,
Ottawa.

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the children in these schools. I may say th t there has been a notable tendency for this per capita grant to increase from ye r to year. With two exceptions the residenti l schools are ll conducted under Church us ices. The buildings and equipment are maintained t as high a standard a the funds at our disposal will ermit. Teachers h ving profession l qualifications re employed, and all schools, except in New Brunswick and ritish Columbia, are inspected by provinci l public and sepr te school ins ectors. In the two provinces named e have o r own inspectors. Text books and classroom studies are as prescribed for provincial white schools. t all residenti l schools and a great number of day schools pupils can advance to the Ninth or Entrance Grade. An increasing number each year pass their Entrance to High chool. In the residenti l schools and in a number of day schools tra re ce classes in manu l training for the boys and domestic science for the girls. The boys are instructed in farming and the care of stock t residential schools and the girls receive training in general household uties.

It may be well for me to add th t at residential schools the Departmental per capita grant covers the cost of food and clothing for the children admitted. Class-room uipment and text books are also supplied by the Department. In the c se of the day schools in mo t places the Department supplies a mid-day meal for the pupils in attendance. There are a number of Indian pupils taking advanced educational courses at high schools, collegiates, business colleges and universities. No p rt of the cost of the education of Indian children is charged to the Indians or to their band funds - all expenses being paid from Parliamentary Appropriation.

Notwithstanding the l rge proportionate amount of our Departmental appropriation devoted to Indian educ tion there are still a number of Indian children deprived of the privilege of attending school. As the Indian population is increasing at a fairly rapid r te this state of affairs will tend to become aggravated.

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In the estimates approved for the coming fiscal year we are making provision for the building of a number of day schools, as by this means the advantages of education can be given to a larger number of children at a lower cost per pupil than by means of residential schools. At the present time we are not contemplating any increase in the number of our residential schools and any new buildings that will be in the way of replacements. I am sorry to say that the physical condition of many of our school buildings is far from satisfactory and the up-keep and maintenance costs are consequently high. Where we have found that where independent lighting and water systems are installed in these buildings, especially in those in remote districts, the resulting commitment in the way of maintenance and repair of these utilities tends to become a serious drain upon our financial appropriation.

It is my considered opinion that the time has come when day schools may be utilized to a greater extent in our policy of Indian education than has been the case heretofore. Notwithstanding the question of cost which we have found not in a very great majority of these day schools a perfectly satisfactory quality of instruction is being imparted. Where Indians are in settled communities and have adopted to a greater or less extent the white man's mode of living, attendance of the children at day schools does not disrupt the home to the same degree as when they are taken away to residential schools. It would seem to me that the child forms an excellent medium between the school and the home for the transmission of culture and civilizing influences.

With special reference to the Caughnawaga reserve, to which your correspondent, Mr. J. A. Canadian, belongs, I might say that there are on this reserve three modern 4-roomed schools, one 2-roomed school, and three one-roomed schools, with a teaching staff of 19 fully qualified professional teachers. In addition there is a qualified physical instructor. Besides the regular curriculum, domestic science is taught the older girls and there is a stenographic and bookkeeping course for both boys and girls.

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There are approximately 540 children of school age on the reserve. Of this number 496 attend the day schools on the reserve and 40 others are in attendance at Indian residential schools, technical schools, business colleges and universities.

Any criticism that may be due to the conduct of the Department in the field of Indian education cannot be applied to the Caughnawaga reserve. I consider that the buildings, equipment and classroom instruction given on this reserve would compare favourably with that found in schools in the villages and towns in centres of white population throughout the country.

Yours faithfully,

H. Jones

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Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 3)
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J nu ry 11th. 19..e

MEMORANDUM

The Honourable the Superintendent General -

I think you may like to have the information contained therein I am sending copies of correspondence I have had with the Right Honourable the Prime Minister in connection with Indian Education.

Yours

Deputy Superintendent General.

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1-1-1

The attached letter was received in the Administrative Offices, Department of the Interior, Ottawa, and is being transferred to you for attention.

INTERIOR OTTAWA
JAN 10 1935
REGISTERED

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Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 3)
School Files

I am most interested in Indian education in Canada and would appreciate detailed information on that subject. Thanking you in advance,

Yours truly,

Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 3)
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1-1-1.

Ottawa, January 26, 1935.

Sir:

Your letter of the 8th instant, addressed to the Department of the Interior, has been transferred to this Department for reply.

You are being forwarded, under separate cover, a copy of the last Annual Report of the Department of Indian Affairs and also a schedule of Indian Reserves. From the latter, you will be able to obtain the information you require regarding the reserves in Ontario and where located. If you will refer to pages 12 and 13, Part I, and pages 54 - 66, Part II, of the Annual Report, you will find the information you require regarding Indian schools, enrolment, etc. With reference to the Indian population, I would refer you to pages 28 - 54, Part II, of the Annual Report.

As the greater number of Indian schools are conducted under the auspices of one or other of the religious denominations associated with this Department in the carrying out of its educational policy, we look to the church authorities for the nomination of teachers. The teachers of all schools in the Yukon and the North West Territories are nominated by the church authorities. We require, as far as possible, that teachers have professional qualifications of the province in which the school is located.

Your obedient servant,

J. D. Sutherland,
Acting Supt. of Indian Education.

G. D. Hilts, Esq.,
Shallow Lake,
O n t.

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1 - 1 -

MEMORANDUM

To Mr. C. J. V. Sutherland,
Education Branch,
Dept. of Indian Affairs.

Auditor General's Office,

Ottawa, January 29 1935.

Dear Mr. Sutherland,-

Last fiscal year the Department apparently established Fort George Residential School for the first time.

I have been unable to find any Order in Council as is required by Sec. 9 of the act. For that matter there appears to be very few such Orders for any of the schools either residential or day.

I would like to hear from you before I lay the matter before this office.

Yours truly.

F. G. Bowman
Acting Auditor

1-1-1B ~~1935~~

Sanford, Man.,
Mar. 4th 1935.

The Departmental Indian Affairs.
Ottawa, Ont.

Dear Sir:-

I received some 1933 or 34 annual report of the Department of Indian Affairs. Would you kindly check the information that I require for my Study on "Education in Manitoba - North of 53" I am writing a chapter on Indian Education.

1. Would you send me the Education - Statistical report showing the Indian Affairs Dept. additional Government Expenditure

In the above report the expenditures of Residential Schools and Day Schools are given. Would it be too much trouble to check the schools by underlining with pencil or pen, so that there will be no error on my part? I want schools North of 53rd Latitude only.

2. (a) When was the Cross Lake School (Residential) burnt down? How many lost their lives in the fire? Total loss est... etc? When was the school rebuilt? At what cost? July 25 1930. # ~~the site and~~ 12 children lost their lives. Loss Building and equipment 70 000
(b) When was the McKay Residential school burnt? Total loss estimated? Is it the intention to rebuild? March 1933. Loss 75.000. not intended to rebuild.
Besides the Norway House Residential school are there any other Residential schools North of 53° Lat.? yes (Cross Lake + Jack River) about 18 children in residence at each point and Combined with Cross Lake Residential
3. Does Poplar River (Clandeboye Agency) belong North of 53? Are there any others besides those mentioned in Sax and Norway House agencies. Are there any schools in these Two Agencies that are

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(1)
fault of 53 — which I would not venture.

4 On P 38 in annual Report 1934
Churchill District is recorded. Are there no Indian
schools there?

5. On. P. 69 and 70. annual report 1934 I have the
following Indian day schools North of 53° — with
the Church in charge. Kindly check accuracy.

- Poplar River — United Church
- Cross Lake [illegible] — R.C.
- Cross Lake — U.C.
- God's Lake — ?
- Island Lake — R.C.
- Island Lake — U.C.
- Jack River [illegible] — R.C. — [illegible]
- Grand Rapids — U.C.
- Norway House — U.C.
- Oxford House — Anglican
- [illegible] — Anglican
- [illegible] — Anglican
- Norway House — U.C.
- [illegible] — R.C.
- [illegible] — Anglican
- Pine Bluff — R.C.
- [illegible] — Anglican
- Broad Lake — Anglican
- [illegible] — Anglican

Could you explain briefly, just how does the Government co-operate with the various Churches in administering these schools

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(6) On P. 73 (Annual Report 1934) you have

Moose Lake (Combined White & Indian School) listed.
Is this Moose Lake R.D. # 1698. where Mr. Harold Newton taught in 1932-33?

Is there not a combined White and Indian School in Big Eddy and is it the same one that Mr. Walter C. Lundie is Teacher of? Why is it not listed in your records? Not in either list?

There is an Indian Day School at Big Eddy as well as the above.

If you would kindly answer this letter (returning it with corrections), I would be very grateful to you.

Could you send me a Map of Manitoba with the Indian Day Schools, Residential Schools and Combined White & Indian Schools marked on it, to give their approximate location. If you could mark one map and send me a non-marked copy I could mark them on myself. I need two copies for this M.A. Thesis.

Thanking you again,

I remain,

Yours truly,

John E. Lyseche B.A.

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Indian Affairs. (RG 10, Volume 8001, File 1-1-i, part 3)
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1-1-1.

Ottawa, March 20, 1935.

Sir:

I have your letter of the 4th instant, requesting certain information regarding the Indian schools in Manitoba, north of 53.

You are being forwarded a copy of the Auditor General's report covering the revenue and expenditure of this Department for the fiscal year ended March 31, 1934, this being the last published report. Marked thereon, you will find the expenditure for each of the schools to which you refer.

With reference to your second question, regarding the Cross Lake Residential School, I have to say that this building was destroyed by fire on February 25, 1930. One Reverend Sister and twelve children lost their lives. The loss in building and equipment was estimated at $70,000. This school has not been rebuilt.

The MacKay Indian Residential School was destroyed by fire on March 19, 1933, at an estimated loss of $75,000. It is not intended to rebuild.

Besides the Norway House Indian Residential School, the Roman Catholic Church authorities are conducting a residential school at Cross Lake and Jack River. There are about 15 children in residence at each point and these two schools are known under the name of the Cross Lake Residential School.

It is considered that the Poplar River Indian Day School is north of 53. The parallel of latitude runs through the reserve.

The Pas and Norway House agencies are situated north of 53 and there are two day schools in the Clandeboye agency, viz.: Grand Rapids and, as stated, Poplar River.

Regarding your fourth query, I may say that the Anglican Church conducts a school at Churchill, but this Department has not yet recognized same by providing any grants for teacher's salary and other expenses. We have supplied certain classroom equipment and biscuits for midday lunch only.

With reference to your fifth question, regarding the names of the schools north of 53, I would refer you to the Auditor General's report, pages 21,22, 28 and 29 - the schools being underlined. I understand that the Moose Lake combined White and Indian Day School is also known as S. D. No. 1698. The Provincial Authorities appoint the teacher and this Department pays part of the salary and supplies, such as school material, for the Indian children, only.

There is only one Indian day school, at Big Eddy, under the control of this Department. We have no information

- regarding

John E. Lysecki, Esq., B.A.,
S a n f o r d,
M a n.

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regarding a combined White and Indian school at this point and contribute no funds towards its support.

The Department is associated with the various church denominations in carrying out its educational policy. The early history of all schools north of 53 was that they were first started as a missionary cause. After the schools were in operation for a time, the church authorities approached the Department to take them over and be responsible for the cost of their operation, but the churches still retained their control. The church authorities nominate the teachers and their appointment is made subject to the approval of the Department. In many cases, the classroom activities are being carried on in buildings owned by the church authorities. In the case of the residential schools, a per capita grant is provided, from which the school authorities are required to provide the cost of salaries of staff, food and clothing for the children. The church authorities engage the staff at residential schools, the appointment of the Principal only being subject to the approval of the Department.

I regret we have no maps of Manitoba, with the Indian schools marked thereon, available for distribution. If you write to the Provincial Department of Mines and Natural Resources, Winnipeg, you will, no doubt, be able to obtain the maps you require.

I might add that the Roman Catholic Church authorities have been conducting a summer school at God's Lake, but, up to date, the Department has not assumed any responsibility for payment of salary of teacher or other expenses. It is being conducted as a church activity only.

Your obedient servant,

J. D. Sutherland,
Acting Supt. of Indian Education.

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UNIVERSITY OF PENNSYLVANIA
THE SCHOOL OF EDUCATION

Department of Education — Philadelphia

April 3, 1935

Mr. J. D. Sutherland
Acting Superintendent of Indian Education
Department of Indian Affairs
Ottawa, CANADA

My dear Mr. Sutherland:

With further reference to the study I am making of the relationship of the Dominion Government to education in Canada, I am anxious to obtain some significant information regarding the following points.

You will find attached a statement of the Dominion appropriation for Indian education for the years indicated as I have gleaned the information from the schedules accompanying the acts respectively referred to in the table.

I am wondering if it would be possible for you to have my tabulation checked and (1) the proper amounts inserted for the year 1921; (2) the proper schedule numbers inserted for the years 1929 and 1930; and (3) the proper amounts and schedule numbers inserted for the years 1932, 1933, and 1934. I would not trouble you if it were not for the fact that this information is not available to me here in Philadelphia.

I am anxious to have the statement of Government appropriations for the service accurate for the period of years indicated. If it would be of any interest to you, I should be very pleased to submit a copy of the manuscript of the section of my study on education of the Indians with a view to getting your reaction to it. I do not in any way mean to suggest that you should take any responsibility for the accuracy or adequacy of my statement, but I would be glad to have the privilege of submitting it and obtaining your general reaction.

I should like, of course, to have the information mentioned above as soon as possible and then, if agreeable to you, I shall send forward a copy of the manuscript for such consideration as you may care to give it.

Yours sincerely,

James C. Miller

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Ottawa, April 5, 1935.

Dear Mr. Miller:

I have your letter of the third instant, in further reference to the study you are making of the relationship of the Dominion Government to education in Canada and with special reference to the education of the Indians.

Regarding the statement enclosed in your letter, of the Appropriation for Indian Education for the years indicated thereon, I have carefully checked same, made the corrections and filled in the information required by you. I may add that our Estimates for the current fiscal year, beginning the first instant, are now before Parliament but have not yet been passed. It can be assumed, however, that the figures I have given for the fiscal year beginning the first instant will be authorized.

I should be pleased to receive a copy of the manuscript dealing with your study on the education of the Indians in Canada when same is completed.

Yours very truly,

Encl.

J. D. Sutherland,
Acting Supt. of Indian Education.

James C. Miller, Esq.,
114 Bennett Hall,
University of Pennsylvania,
Philadelphia, Pa.,
U. S. A.

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CANADIAN NEWS BULLETIN

ISSUED BY DIRECTION OF
HONOURABLE THOMAS G. MURPHY
Minister of the Interior and Superintendent General of Indian Affairs
OTTAWA, CANADA

FOR IMMEDIATE RELEASE 5-268

CANADA'S INDIANS ADVANCE IN EDUCATION

Continued Gratifying Progress in Academic and Vocational Training - New Schools Being Erected

Ottawa, Canada.- The continued growing interest of Canadian Indians in education is a matter of gratification to the Department of Indian Affairs, stated Honourable Thomas G. Murphy, Minister of the Interior and Superintendent General of Indian Affairs when interviewed recently on the progress of the Dominion's wards. Canada's treatment of her aboriginal inhabitants redounds to the credit of the administration, and the response of the Indians to the Department's efforts to advance them to a position of independence and self-support has been a major factor in the success of the work.

In nearly every year since the inauguration of day and residential schools among the Indians increases have been recorded both in the number of pupils enrolled and in the percentage of attendance. Ten years ago, in the school term of 1923-24, the total enrolment was 13,872 and the average attendance, 9,188. Last year the enrolment had risen to 17,448, a gain of 25.77 per cent, while the average attendance had advanced to 13,352, an increase of over 45 per cent.

During the fiscal year ended March 31, 1934, there were 256 day schools, 79 residential schools, and 10 combined White and Indian schools in operation, a total of 345. The residential schools are conducted by the Anglican, Roman Catholic, Presbyterian, and United Churches, and high tribute must be paid to the zeal and self-sacrifice of those engaged in the work. The department has had the close co-operation of these religious denominations in the education of the Indians, and this well established policy has demonstrated beyond all question of doubt the effectiveness of the system.

Two new Indian residential schools and an extension to an existing school are in course of erection this year. At Sault St. Marie, Ontario, the new Shingwauk school is under construction to replace present old buildings. This structure, which will accommodate 150 children, will be modern in every respect and fireproof. It is expected it will be ready for occupation by July 1. The school will as in the past be conducted by the Church of England in Canada.

At Lebret, in the Qu'Appelle valley, Saskatchewan, a building sufficiently large to accommodate 250 children is in course of erection to replace that destroyed by fire in November, 1932. It will be of re-enforced concrete construction and will be ready for occupation about next autumn. The school will continue to be conducted by the Roman Catholic Church.

To provide increased accommodation, an addition is being made to the Residential School, near Morley, Alberta. This building is of frame construction and when the addition is completed the school will accommodate 100 pupils. This school is conducted by the United Church of Canada and is for the benefit of the children of the Stony tribe.

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(Continued on sheet 269)

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(Continued from sheet 268)

In these schools, as in the other Indian day and residential schools, the provincial curricula is followed, with special emphasis on language, reading, domestic science, manual training, and agriculture. For the older pupils, half the day is spent in the class room, and the remainder of the time is devoted to vocational training. There are farm lands in connection with each residential school and a member of the staff is a competent farmer. Under his guidance, the older boys carry out the farming operations and by this means they acquire a practical knowledge of farming and animal husbandry. The girls receive training in sewing, dressmaking, cooking, bread-making, and other household duties.

Every possible effort is made to impart a sound academic and industrial education and special attention is given to the health of the pupils. During the years spent in the residential schools, medical and dental treatment is provided, which with a balanced diet and supervised recreation, assists in the building up of a robust constitution.

THE ROCKY MOUNTAINS CIRCLE TOUR

Ottawa, Canada.- Excellent motor highways traversing Banff, Kootenay, and Yoho National Parks form a picturesque motor loop of 260 miles. From the town of Banff the highway runs to Castle and here forks, one branch turning south via the Vermilion pass and Kootenay Park, the other proceeding west to Lake Louise and, via the Kicking Horse pass and Yoho Park, to Golden, British Columbia. These two mountain highways are connected by a good provincial road running north and south which intersects the Banff-Windermere Highway at Radium Hot Springs and ends at Golden. The route via the Vermilion pass is known as the Banff-Windermere Highway and the Lake Louise to Golden road as the Kicking Horse Trail. Motor buses make daily trips on both highways and twice a week make the circular tour.

FORESTS PRODUCE LARGE PART RAILWAYS

Ottawa, Canada.- Of the freight handled by Canadian railways, an average of eighteen per cent, according to the Forest Service, Department of the Interior, consists of products of the forests.

CANADA'S CLAY RESOURCES

Ottawa, Canada.- Canada has immense resources of clays and shales suitable for making good quality building brick of a wide range of texture and colour. That ample use is being made of such clays is evidenced by the large number of brick structures seen throughout the Dominion, states the Department of Mines.

PUBLIC ARCHIVES
ARCHIVES PUBLIQUES
CANADA

Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 3)
School Files

TORONTO GLOBE, May 20, 1936.

EDUCATING YOUNG INDIANS.

The Department of Indian Affairs announces in a bulletin that its wards are taking keen interest in education. It is said that in nearly every year since the inauguration of day and residential schools among the Indians increases have been recorded both in the number of pupils enrolled and in the percentage of attendance.

During the fiscal year ended March 31, 1934, it is reported, there were 256 day schools, 79 residential schools, and 10 combined white and Indian schools in operation, a total of 345. The residential schools are conducted by the Anglican, Roman Catholic, Presbyterian and United Churches, and high tribute is paid to the zeal and self-sacrifice of those engaged in the work. The Department has had the close co-operation of these religious denominations in the education of the Indians.

In these schools the Provincial curriculum is followed, with special emphasis on language, reading, domestic science, manual training, and agriculture. For the older pupils half the day is spent in the classroom and the remainder of the time is devoted to vocational training. There are farm lands in connection with each residential school, and a member of the staff is a competent farmer. Under his guidance the older boys carry out the farming operations, and by this means they acquire a practical knowledge of farming and animal husbandry. The girls receive training in sewing, dressmaking, cooking, bread-making, and other household duties.

While this is gratifying, the thought persists: What is being done for these children when they return to the tribal home? Reports have it that, especially during the winter months, many Indians are on the verge of destitution. Of what use, then, will be the presence of children home from the residential schools with a smattering of domestic science, manual training, or agriculture? These children will have caught a glimpse of civilization, enjoyed some of its comforts, been well fed and clothed, had a taste of education; but back among the "wigwams" memories of this experience will create only mental suffering.

It is a tremendous problem. These partly educated young Indians may be as the leaven that will work for the betterment of their people, but hardly under home conditions approaching absolute misery. No doubt the Department has considered this question, and may be taking the long view as to results. But those familiar with winter conditions among the further-away Indian tribes are of the opinion that a first effort on their behalf should be provision for the camps of food and clothing sufficient to prevent acute suffering. Education must also be provided, but it will be more effective if residential school children may return to homes tha are not the abode of utter despair.

Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 3)
School Files

PUBLIC ARCHIVES
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GENERAL MEETING

MACDONALD COLLEGE, STE. ANNE DE BELLEVUE

Friday June 14th - Saturday June 15th

PROPOSED AGENDA

Friday Morning - 10 o'clock — Chairman's Report (W.J. Dunlop)

Discussion

Presentation of Report on Survey (Dr. P. Sandiford)

Discussion

Selection of Committee on Publication of Survey.

Friday Afternoon - 2 o'clock — Unfinished business.

Speaker.

Presentation of Constitution and By-laws.

Appointment of Nominating Committee.

Appointment of Resolutions Committee.

Appointment of other Committees as required.

Friday Evening - 8 o'clock — Panel Discussion.

Subject - "What is Adult Education and Why?"

Chairman of Panel Mr. Arthur Lismer.

Saturday Morning - 10 o'clock — Unfinished business.

Resolutions.

New Business.

Election of Officers.

C A N A D I A N C O M M I T T E E O N A D U L T E D U C A T I O N

Chairman, W.J. Dunlop.

Secretary, Drummond Wren

Indian Affairs. (MG 10, Volume 6001, File 1-1-1, part 3) School Files

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1-1-1

DEPT. OF INDIAN AFFAIRS
MAY 27
DEPT. of
MAY 30 1934

EDUCATING YOUNG INDIANS.

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Indian Affairs. (RG 10, Volume 6811, File 1-1-i, part 3)
School Files

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CANADA

Zuni Pueblo

Modern institutions are rapidly being adopted by the Indian population of the country, say Indian Bureau officials in a recently issued statement. In the past two months a majority of reservations have voted to accept the Indian Reorganization Act which allows them to set up a modern form of business and political organization. And now word comes from the Zunis of New Mexico of the adoption of the popular vote method of electing officials.

At Zuni villages the life of the Indians is very much as it has been in years past. They are self-contained, independent communities. Their lives pursue the ancient pattern in these days very much as they have in times past. Their dwellings are ancient, the same crops are raised in their fields, the same arts and crafts flourish. The white man's representatives are there in the form of the Superintendent, teachers, doctors, and so on. But side by side with these many of the old Zuni customs have remained.

One of these customs was the way of selecting the governor, he who would own the cane presented to the Zunis by President Lincoln as a symbol of office. In the past the choice of the governor has been made by the caciques or priests, a body of five older men whose decision bound the whole village. Once appointed by the caciques, the governor then remained in office until, by the same priestly judgment, he was replaced.

But recently there has been a trend toward popular government in the old pueblo. The young people and the more progressive old ones joined about a year ago in presenting a demand to the Indian Office for regular elections. The Indian Office left it up to them. When they finally decided that they wished to adopt the American institution of popular vote, white officials took no part in the actual election beyond seeing that order was maintained.

The first election under the new system was held recently and it passed off smoothly with an election of governor and village officers. The new men ran on a platform of supporting the present administration in its movement to fight erosion of tribal lands and to institute a program of range control. At the end of the day a village feast was held with the roasting of—appropriately enough—three buffalos.

Arts and Crafts

There is now an "Indian Trading Post" in the department store of R. H. Macy & Co., New York City, that harbors arts and crafts by American Indians that are considered incredibly beautiful examples of contemporary art. The purpose of this "Post" is "to acquaint people in the East with the charm of these things; to explode the fabulous legend that a beaded moccasin is Indian art at its best; to show that Indian rugs, pottery, paintings and weaving fit with contemporary interior decoration as deftly as anything concocted by the modern masters of design."

This ought to prove an effective outlet for the handiwork of the Indians. It was inspired by Mrs. Charles W. Collier.

INDIAN TRUTH

PUBLISHED BY THE INDIAN RIGHTS ASSOCIATION, Inc., 101 S. 17TH STREET, PHILADELPHIA, PA.

Founded December 15, 1882, by Herbert Welsh, Henry S. Pancoast, and others, in the residence of Hon. John Welsh, Philadelphia. *Fifty-two years' active non-partisan work for Indian civilization and citizenship*

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EDITED BY M. K. SNIFFEN

Subscription, $2 a year, including membership in I. R. A. — MAY, 1935 — VOL. 12 No. 5

Help Wanted!

The I. R. A. is urgently in need of funds to keep up its work without any loss of effectiveness. A formal appeal has just been sent to our members and friends, and we hope the response to it will be prompt and generous.

Death has taken a heavy toll from the ranks of our faithful supporters, and the depression has reduced the income of others, but if each one does a part as circumstances permit, the necessary funds will be forthcoming.

Thomas-Rogers Bill

Exploiting the Indians of the Five Civilized Tribes in Oklahoma has continued so long that it seems to be considered by a certain class of attorneys as a custom that should not be interfered with. The matter was very well put by Senator Wheeler at a hearing of the Senate Sub-committee on January 8, 1929 (page 1190), when he remarked to a witness:

"There are only two classes of people down in Oklahoma, the Indians and those who live off the Indians; is not that right?

"Mr. Selby—Yes; there are a lot of honest people down there, Senator. There are many of course who live off the Indians.

"Senator Wheeler—From listening to this testimony I have come to that conclusion."

The force of this statement is illustrated by the vicious attacks on the Thomas-Rogers bill, which aims to afford a larger measure of protection to the Indians of the Five Civilized Tribes—and, indeed, to all Indians in the State of Oklahoma. Senator Thomas and Representative Rogers, both of Oklahoma, and Chairmen of the respective Indian Committees, are to be commended for their courage in seeking to stop these abuses which have grown into customs. The need for such legislation is clearly shown by the determined opposition of those who are interested in the continuance of a system that has been so disastrous to the Indians of the Five Civilized Tribes.

Navajo Boundaries

The New Mexico Boundary Bill (H. R. 6542) would complete the task begun by the last Congress in

defining the exterior boundaries of the Navajo reservation in Arizona. The country occupied by the Navajo Indians is primarily valuable only for grazing purposes. It also requires large areas because of the sparseness of desert vegetation and water. Many Navajo Indians now have public domain allotments in the area within the proposed New Mexico boundary. The bill would make possible solidification of these areas by exchange or purchase and eliminate the friction due to the "checker-board" occupancy by Indian and white stockmen.

Indian Claims

Several bills have been introduced in the present Congress providing for setting up an Indian Claims Commission, or a Court of Indian Claims. Probably the companion bills (S. 2731, and H. R. 7837) are the best suited to the purpose desired. Setting up the machinery for settling for all Indians and for all time their claims against the Government is urgently needed. The hope of securing large sums of money which will make all members of a given tribe wealthy, the disturbing influence of agitators seeking personal emolument, and the feeling of the Indians that justice is being denied them, stand in the way of an effective program of cooperation between the Government and the Indians. At the present rate of handling Indians' claims this procedure must go on indefinitely. The creation of such a Claims Commission as is proposed by this legislation should bring about the settlement [illegible]ll of these matters within a reasonable period of time.

W-H Amendments

A bill (S. 2655, H. R. 7781) is pending in Congress to amend the Wheeler-Howard Act in two important sections. First, it provides that any elections under the Wheeler-Howard Act on the question of excluding a reservation from the application of the Act, on adopting a constitution and by-laws or amendments thereto or on ratifying a charter, the vote by a majority of those actually voting shall control the election, provided that the total vote cast shall not be less than 30% of those entitled to vote. Second, the time for elections as to whether the Act shall apply is extended for a year—until June 18, 1936. There are desirable amendments in view of the confusion that has resulted from the stipulation of the Wheeler-Howard Act that in order to exclude themselves from its provisions a majority of the tribe must vote against it, and the ruling that those not voting were counted as being in favor of it.

An Oklahoma Plum

A Joint Resolution (S. 109 and H. J. 264) has been introduced in Congress which aims to remove from the classified service the position of Superintendent of the Five Civilized Tribes in Oklahoma and make it a presidential appointment, subject to confirmation by the Senate. The

Reso[illegible]n provided "that such Superintendent shall be an Indian by blood, an enrolled member of one of the Five Civilized Tribes . . ."

There is no justification for adoption of this Joint Resolution except that it would put one more "plum" at the disposal of the Oklahoma politicians. If it is desired to appoint an Indian to the position, providing he had the qualifications though not a civil service status, he could be selected through a presidential exception.

When it is considered that the Superintendent of the Five Civilized Tribes Agency has the supervision of trust funds approximating 18 million dollars and restricted Indian property worth upwards of 80 million dollars, it is clear why it should not be subject to the blighting hand of political influence.

W-H Appropriations

The Interior Department Appropriation bill for the year beginning July 1, 1935, as passed by the House and Senate and reported out of Conference, contains the following items for operating the Wheeler-Howard Act: Credit fund, $2,500,000 (although the W-H Act authorized $10,000,000); Land Purchases, $1,000,000 (one-half of the sum authorized); Student Educational loans, $175,000 ($75,000 less than the amount authorized), and for Tribal Organization, $150,000 (as against the $250,000 authorized). The Wheeler-Howard Act authorized appropriations of $12,500,000, and the present Congress is appropriating less than one-third of that amount. It looks like short-sightedness to build a good machine and expect it to run without fuel.

Montreal Conference

At the National Conference of Social Work, to be held at Montreal June 9–15, the Committee on the American Indian will hold two sessions: June 10th and June 11th, 11 A. M. to 12.30 P. M.

The topic for the first session (June 10) is "Governmental Policy in Indian Affairs." Commissioner Collier is expected to speak on "The Present Policy." A speaker (to be announced later) will discuss "The Relation of the Government to Indian Needs."

On June 11 the main topic will be "The Indian Community." The speakers on the program are: Samuel Gerson, Director of Social Service, Montana Relief Commission, and Mark L. Burns, Superintendent of the Consolidated Chippewa Indian Agency, Cass Lake, Minn.

Lawrence E. Lindley, Washington Representative of the I. R. A., is Chairman of the Committee and is expected to preside at both sessions.

Philadelphia Indians

The Society of Neighborhood Indians of Philadelphia, with a membership of about 250, will hold an annual Carlisle-Haskell night on Friday, May 17, at 1234 Locust Street. "Old grads" from different parts of the East are expected to attend this event.

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Vice President.

HERBERT S. WELSH,
Treasurer.

MATTHEW K. SNIFFEN,
Secretary.

TELEPHONE, NATIONAL 7314

Indian Rights Association,

(INCORPORATED)

ENDORSED BY THE PHILADELPHIA CHAMBER OF COMMERCE

WASHINGTON OFFICE

SAMUEL M. BROSIUS
Representative Emeritus

LAWRENCE E. LINDLEY
Representative
744 JACKSON PLACE, N. W.
WASHINGTON, D. C.

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Philadelphia

June 3, 1935.

Superintendent of Education
Department of Indian Affairs
Ottawa, Ont., Can.

Dear Sir:

May I call to your attention the sessions of the Committee on the American Indian to be held in connection with the National Conference of Social Work, June 9-15 at Montreal? These meetings will occur on June 10-11 from 11 A.M. to 12.30 P.M.

Enclosed is a marked copy of Indian Truth which gives the programs for these sessions, with the exception of the second address on June 10th, which is to be made by Paul W. Gordon, Director of Education for the Natives of Alaska, Office of Indian Affairs, Washington. Urgent demand that he be in the Navajo Country makes it impossible for Commissioner Collier to attend the Conference. Robert Marshall, Director of Forestry for the Indian Office, will speak in his place.

I hope it may be possible for you to attend these meetings. For detailed information concerning the place of meeting please inquire at the Conference Headquarters in the Sun Life Assurance Building.

Very sincerely yours,

Lawrence E. Lindley

Lawrence E. Lindley
Chairman,
Committee on the American Indian.

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Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 3)
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INDIAN EDUCATION VOTE - EXPENDITURE FOR YEAR 1934-35

Provinces	Day Schools	Residential Schools	Stationery	Tuition and Assistance to Ex-Pupils	Miscellaneous	Total
Prince Edward Island	867.61		69.11	625.90		1,562.62
Nova Scotia	9,195.56	20,215.38	818.87	436.35		30,664.16
New Brunswick	25,604.94		602.26	521.27	793.12	27,521.61
Quebec	51,857.86	4,769.94	3,220.86	6,778.00	23.54	66,650.22
Ontario	95,915.03	225,823.06	10,038.70	17,873.55	5,170.64	354,817.02
Manitoba	89,985.54	141,984.57	4,726.94	1,659.37	238.97	238,595.39
Saskatchewan	28,829.44	261,682.35	5,811.56	1,550.50	273.00	297,781.85
Alberta	1,808.43	256,073.81	4,668.06	1,747.08	795.07	265,092.45
Northwest Territories	1,996.75	34,692.49	903.16		97.26	37,289.66
British Columbia	53,134.16	300,284.53	9,312.49	1,747.19	2,744.15	367,222.52
Yukon	3,162.80	15,297.66	114.76	88.10		18,663.32
	311,953.14	1,260,823.79	39,882.79	33,025.31	10,135.79	1,655,820.82

DAK SAFETY ▲ FILM +●

1-1-1

Ottawa, June 5, 1936.

Sir:

I have your letter of the third instant, calling attention to the sessions of the Committee on the American Indian, to be held in connection with the National Conference of Social Work, June 9-15, at Montreal, and enclosing a marked copy of "Indian Truth", which sets forth the programmes for these sessions and the names of the speakers.

I regret that, due to pressure of office work, I will be unable to attend the Conference.

With best wishes for the success of the Conference,

Yours very truly,

J. D. Sutherland,
Acting Supt. of Indian Education.

Lawrence E. Lindley, Esq.,
Chairman,
Committee on the American Indian,
744 Jackson Place, N. W.,
Washington, D. C.,
U. S. A.

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(Per Annual Report
1934-35)

EDUCATION.

During the year 70 residential schools, 262 day schools and 10 combined Indian and white schools were in operation - a total of 351 centres of Indian educational activity. The total enrolment was 17,660 and the average attendance, 13,442 - a percentage of attendance of 76.54. The enrolment for the year is the largest and the attendance the highest yet reached. In Part II of this report will be found a tabular statement showing the location and indicating the attendance at all Indian schools. The same number of residential schools were in operation last year and the results have been very encouraging.

Efforts were continued, during the year, to secure efficiency in both the residential and day schools. Only fully qualified teachers and instructors are engaged and equipment is maintained to standard. All residential schools had an enrolment of pupils to full capacity. The Indian parents more and more realize the benefits of education and are anxious to place their children in the residential schools.

The cooperation of the Churches in the management of the residential schools was as follows:-

Roman Catholic - - -	44	residential schools
Church of England - -	20	" "
United Church - - -	13	" "
Presbyterian Church - -	3	" "
	79	" "

Six new day schools were established, where there was promise of real usefulness. On many of the reserves the Indian day schools secure as good an attendance and results as rural white schools.

Provincial curricula for public and separate schools are followed and fully qualified teachers are engaged. In addition to the regular academic work at all Indian schools, there is the very important vocational training at the residential schools.

Under arrangement with the Provincial Departments of Education, the services of regular public and separate school inspectors are utilized, except in the provinces of New Brunswick and British Columbia, where there are special Indian School Inspectors. In addition, there is medical inspection and department officers give constant supervision.

Continuation and high school work is taught at several of the day and residential schools. The more

- advanced

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advanced pupils in those residential schools that are situated close to municipal collegiates are benefited by secondary training in competition with white children. There were approximately 800 Indian students, not shown in the tabular statements, attending public schools, high schools and colleges in Canada. The Department assists them with a grant from Parliamentary Appropriation.

The practice of assisting the most promising and industrious graduates of Indian schools was continued. Except in those Indian communities where successful farming is found, the school graduate presents a problem which is very difficult of solution. The Department and the Churches interested are continually trying and searching for better methods of helping the young people to establish themselves.

New main buildings were commenced during the year at two residential schools - Sault Ste. Marie, Ont. (Shingwauk Residential School); and Cabret, Sask. (Qu'Appelle Residential School). An addition is being erected to the residential school at Moriey, Alberta, to provide increased accommodation. All school buildings and equipment were kept in repair as far as funds permitted.

The expenditure for Indian Education for the year shows an increase of $36,600.97 as compared with the previous year. The expenditure for Indian Education from Parliamentary Appropriation for the fiscal year ended March 31, 1936, amounted to $1,665,800.82, as follows:-

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1-1-1.

Ottawa, August 10, 1935.

Madam:

I have your letter of the 6th instant, requesting that pamphlets, or other information regarding Indian education in Canada be sent you, for use of the pupils in preparing essays for public speaking at the School Fair in September, next.

In reply I have to say that the Department has no published literature regarding Indian education, other than that printed in the annual report. I am sending you, under separate cover, copies of the Annual Reports of the Department for the years 1931 - 34. I have turned down the pages referring to Indian education and the statements showing the Indian schools in operation in Canada. I hope that, from these reports, you will be able to obtain the information required.

Your obedient servant,

J. D. Sutherland,
Acting Supt. of Indian Education.

Miss Julia Goody,
Girls' Indian Residential School,
S p a n i s h,
O n t.

Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 3)
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1-1-1

St. Ann's Academy,
New Westminster, B.C.,
August, 2nd. 1935.

The Department of Indian Affairs,
Ottawa, Canada.

Dear Sirs:

Would you have any Literature, Phamplets etc., issued by the Department giving information regarding the work carried on in the Industrial school for Indians pupils. I am writing an Examination thesis, and I have chosen for my topic "Governmental Residential Indian Schools"---- I have been teaching in these schools for some time, at Kamloops and Mission City, so I know something about the work done in these Schools; but if I could get some other information I would be very grateful. especially the regulations laid down by the department regarding the profeciency of the work demanded by the up-to- date system of, School, Domestic and Manual training.

Thanking you for an assistance you will be able to give me,

I am,

Youre Truly.

Sister Mary Alice
Sister of St. Ann.

Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 3)
School Files

PUBLIC ARCHIVES
ARCHIVES PUBLIQUES
CANADA

1-1-1.

Ottawa, August 12, 1935.

Madam:

I have your letter of the 2nd instant, requesting information regarding Indian residential schools.

In this connection I have to say the Department has no published literature for distribution, other than the annual report of the Department. I am sending you a copy, under separate cover.

All Indian residential schools are conducted under the auspices of one or other of the religious denominations associated with the Department in the carrying out of its educational policy. The larger number of the residential schools are government-owned institutions, but there are also a number church-owned.

The Department provides a per capita grant for a stated number of pupils at each school. From this grant, the authorities in charge of the school are to provide the cost of food, clothing, salaries of staff and all incidental expenses, and the Department is responsible for the upkeep of buildings and major items of equipment.

The church-owned school buildings and equipment are, to a large extent, maintained by the church authorities. However, if funds are available, the Department may assist towards the cost of repairs and equipment. The church authorities engage the services of all members of the staff, but their appointment is subject to the approval of the Department. It is necessary that they are fully qualified for the positions to which they are appointed.

The work in the classrooms is inspected by the provincial school inspectors, except in the province of British Columbia, where we utilize the services of our own inspectors. Besides, the schools are frequently visited by the local Indian agents and departmental inspectors.

I am sending you, also, a copy of the Indian Act, and would refer you to Sections 9, 10 and 11. This comprises the law regarding the establishment of schools and the carrying out of the educational policy of the Department.

Your obedient servant,

J. D. Sutherland,
Acting Supt. of Indian Education.

Rev. Sister Mary Rose Alide,
St. Ann's Academy,
New Westminster,
B. C.

PUBLIC ARCHIVES
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CANADA

Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 3)
School Files

FILE NO.... ... .

OFFICE OF
REPRESENTATIVE OF THE TREASURY
DEPARTMENT OF INDIAN AFFAIRS

OTTAWA, CANADA August 16, 1935.

MEMO ANDUM: MR. C. CUTHERLAND.

The Comptroller of the Treasury has requested certain statistics concerning the various services relating to this Department.

We are compiling a statement for his information, and, to make this complete, we would request you to be good enough to supply us with information for each of the fiscal years 1932-33, 1933-34, 1934-35, for the following -

1. Average attendance of pupils for Residential Schools.

2. Average attendance of pupils for Day Schools.

3. Average attendance of pupils for Technical Schools.

Your assistance in this respect will be appreciated.

Representative of the Treasury.

ADW/LME

PUBLIC ARCHIVES
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CANADA

Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 3)
School Files

August 19, 1935.

Memorandum:

THE REPRESENTATIVE OF THE TREASURY,-

Replying to your memorandum of the 16th instant, regarding the average attendance at Indian Residential and Day Schools during the past three fiscal years, I would state as follows:-

RESIDENTIAL SCHOOLS:

Average Attendance, Academic year 1932-33 - 7,613
" " " " 1933-34 - 7,760
" " " " 1934-35 - 7,882

DAY SCHOOLS:

Average Attendance, Academic year 1932-33 - 5,874
" " " " 1933-34 - 5,592
" " " " 1934-35 - 5,560

Approximately 200 Indian pupils attended high schools, collegiate institutes, technical schools and universities during each of the above mentioned academic years.

Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 3)
School Files

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Indian Affairs. (RG 10, Volume 6801, File 1-1-1, part 3)
Sensol Files

PUBLIC ARCHIVES
ARCHIVES PUBLIQUES
CANADA

Ottawa, August 27, 1935.

Sir:

Replying to your letter of the 20th instant, I am forwarding you, under separate cover, a copy of the last Annual Report of the Department. If you will refer to pages 74, 75 and 76, you will find a list of the Indian Residential Schools in Canada, with the name of the Principal and the post office address.

Your obedient servant,

J. D. Sutherland,
Acting Supt. of Indian Education.

I. J. Smith, Esq.,
C e y l o n,
S a s k.

Indian Affairs. (RG 10, Volume 6810, File 1-1-1, part 1)
School Files

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Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 3)
School Files

FILE NO. 5/2/3

OFFICE OF
REPRESENTATIVE OF THE TREASURY
DEPARTMENT OF INDIAN AFFAIRS

OTTAWA, CANADA

September 5, 1935.

MEMORANDUM

M. Sutherland,

Schools Branch.

(Incl.)

I am inclosing herewith for your information a copy of a statement we have prepared showing the expenditure for Indian Education for the fiscal years 1932-33, 1933-34, and 1934-35, divided between Residential Schools, Day Schools and Technical Education.

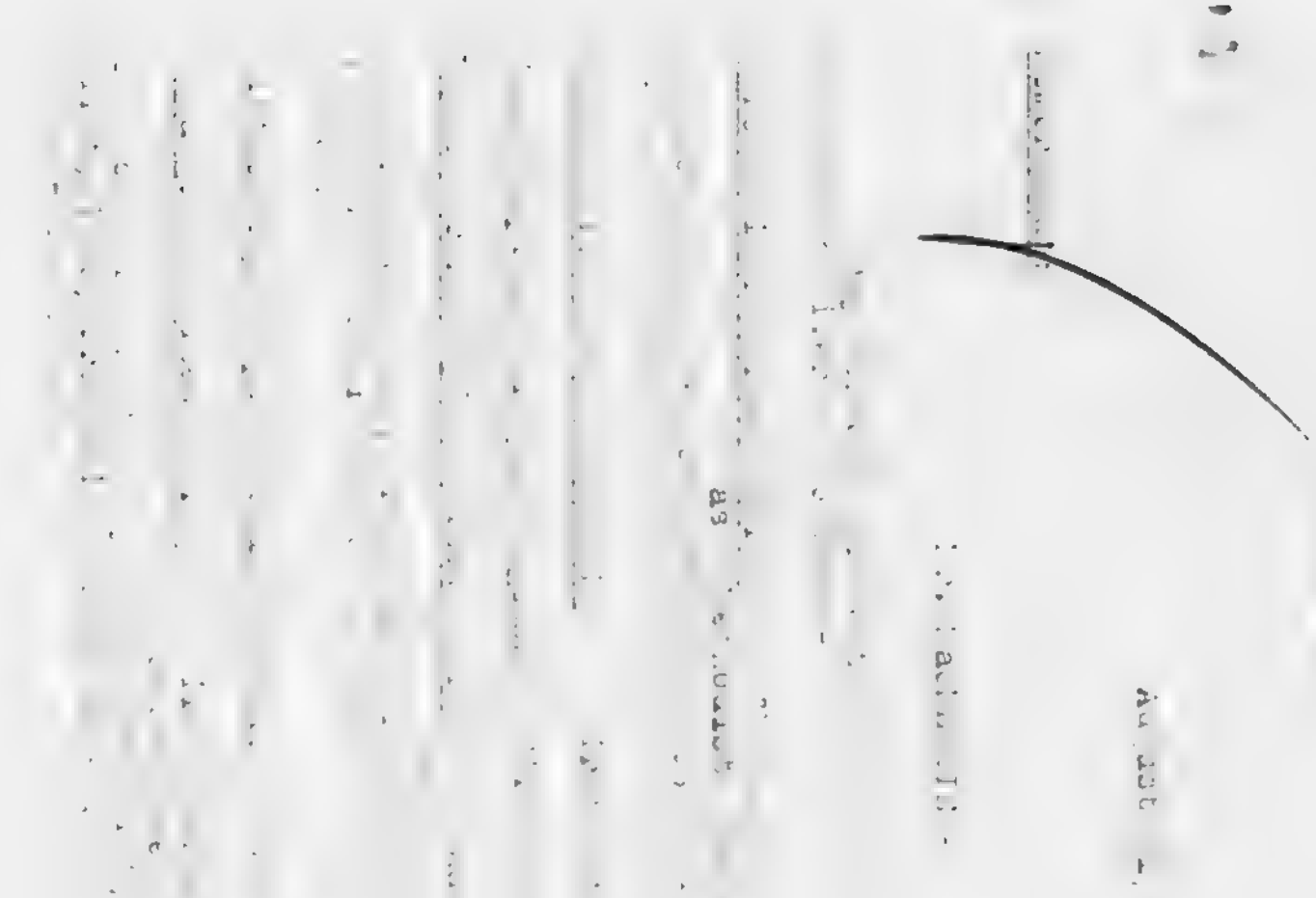
The expenditure for medical attendance and hospitalization of school children has not been included in the figures for any of the three years, but any expenditure charged to B.C.Special on account of Technical Education has been added to that met from Allotment 2.

Representative of the Treasury.

NCA:LLS

PUBLIC ARCHIVES
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CANADA

Indian Affairs. Vol 20, Volume 6744, File 1-1-1, part 1
School Files



Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 5)
School Files

PUBLIC ARCHIVES
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CANADA

(N.S.)

PUBLIC ARCHIVES
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CANADA

Indian Affairs. (RG 10, Black Series) File 420,
School Files

Indian Affairs. (RG 10, Volume 6001, File 1-1-1, Part 3)
School Files

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ARCHIVES PUBLIQUES
CANADA

Indian Affairs, Vol 10, Volume only, File 1-1-1, part 2
Affaires indiennes

INDIAN DAY AND RESIDENTIAL SCHOOLS IN NORTHERN MANITOBA
AND DATES THEY WERE STARTED.

RESIDENTIAL SCHOOLS:

Cross Lake - Opened September 1, 1914.
Destroyed by fire, February 26, 1930.

As stated in my letter of March 20, last, since the destruction of the building by fire, the Roman Catholic Church authorities conduct a residential school at Cross Lake and also at Jack River. There are about 15 children in residence at each point and these two schools are known under the name of the Cross Lake Residential School.

Norway House - First opened as a residential school December 13, 1899.

MacKay (The Pas) - Opened October 1, 1914 -
Destroyed by fire March 19, 1933 -
Has not been re-established.

G u y - First opened July 1, 1926.

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CANADA

Indian Affairs. Vol 10, Volume 6) 4 file 1?1?, Part 3)
School Files

INDIAN DAY AND RESIDENTIAL SCHOOLS IN NORTHERN MANITOBA
AND DATES THEY WERE STARTED.

DAY SCHOOLS:-

Grand Rapids - September, 1885.
Poplar River - Some time in 1884.
Cross Lake R.C. - November 1, 1903.
Cross Lake U.C. - July 1, 1893.
Gods Lake - November 1, 1911.
Island Lake R.C. - September 1, 1928.
Island Lake U.C. - November 3, 1902.
Oxford House - September 1, 1907.
Rossville - July 1, 1883.
This school appears, from our records, to have been in operation as a church activity since 1878. The former Methodist Church authorities conducted a day school at this point and at Norway House for some years previous to the Department providing any grant to assist them.

York Factory - April, 1904.
A school activity was conducted at this point by the Anglican Church authorities for some time previous to the above date, from which the Department provided assistance.

Big Eddy - Opened some time in 1884.
Cherchewin - Some time in 1884.
Nelson House U. C. - June 1, 1901.
Nelson House R. C. - October 1, 1925.
Lac - During year 1880.

Split Lake - Opened June 1, 1909, and conducted as summer school only until April 1, 1921 - continuously in operation since that time.

Churchill - Summer school only. The Department provided first assistance from June 22, 1934.

Jack River R. C. - September 1, 1925.
Jack River C.E. - December, 1904.

Moose Lake - This school conducted as a Church of England school from September 1, 1887, and, as a combined white and Indian school, from September 1, 1916.

Cumberland - Started some time in year 1882.

Pine Bluff - September first, 1922.

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CANADA

Indian Affairs. (RG 10, Volume 6810, File 1-1-1, part 3)
School Files

1-1-1.

Ottawa, Sept. 17, 1935.

Sir:

I have your letter of the 7th instant, requesting further information regarding the schools in northern Manitoba.

Replying to the second enquiry in your letter, I attach a list, in duplicate, giving the dates on which the various day school activities, as mentioned in your letter, were started and recognized by the Department of Indian Affairs. Our early records are somewhat incomplete. In nearly all cases, these schools were started as missionary enterprises; the church authorities interested, after the schools were conducted more or less intermittently, requested the Department to contribute a grant towards salaries and other expenses. Therefore, it is impossible, in some cases, to give the exact date on which the schools started.

The earliest records we have of the Cumberland School are that it began operation some time in the year 1882 and has been carried on since that time.

The Guy Indian Residential School, at Sturgeon Landing, Sask., was opened on July first, 1926. At this school, there are, no doubt, a few of the pupils from reserves in Manitoba.

In reply to your fourth question, I may say that the day schools at Pine Bluff, Red Earth and Shoal Lake are for the Indian children of these reserves. It is doubtful if any of the children of the Bands in Manitoba attend, unless in the case of the children of a wandering Indian family. The Indians are continually travelling backwards and forwards between the different reserves.

Regarding your fifth enquiry, I may say the Department desires that boys in attendance at residential schools

- in northern

John E. Lysecki, Esq., B.A.,
S a n f o r d,
M a n.

PUBLIC ARCHIVES
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Indian Affairs. (RG 10, Volume 6811, File 1-1-1, part 3)
School Files

in northern Canada be given the opportunity to learn hunting and trapping, as this will, no doubt, be the main source of their livelihood after they leave school. We permit the boys at these schools, when they arrive at the proper age - say, 12 years - to accompany their parents for a few weeks during the hunting season. In so far as the day schools are concerned, the boys reside at home and, no doubt, have every opportunity of acquiring a knowledge of hunting and trapping. At some of our day schools, the holiday season is arranged to coincide with the hunting and trapping season.

Relative to your request to be furnished with a copy of one of the Indian Treaties, I regret the Department has no copies available for distribution. Four volumes of Treaties and Surrenders have been issued, and you could, no doubt, consult this work in a public library, in Winnipeg.

Your obedient servant,

J. D. Sutherland,
Acting Supt. of Indian Education.

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Indian Affairs. RG 10, Volume 6810, File 1-1-4, part 3)
School Files

1-1-1

The Little Red Schoolhouse
196 Bleeker St.
New York City

SEP 29 1985

Department of Indian Affairs
Ottawa, Canada

My dear Sir:

Could you please advise me as to where I could obtain the names of all the Indianschools in Canada with the names of their directors? I wish to have the children in my class in school begin correspondence with Indian children all over North America as an aid to understanding present as well as past Indian life, and the geographical positions of the various tribes.

I am also writing for the same information from the United States government in Washington.

Thanking you sincerely,

Dorothy Stall

P.S. The children who will write the letters are eight and nine years old.

PUBLIC ARCHIVES
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CANADA

Indian Affairs. (RG 10, Volume 6042, File 1-1-1, Part 3)
School Files

INDIAN DAY AND RESIDENTIAL SCHOOLS
THROUGHOUT CANADA.

Shubenacadie Residential	-	Shubenacadie, N. S.
Burnt Church Day	-	Burnt Church, N. B.
Kingsclear Day	-	R. #6, Fredericton, N.B.
Caughnawaga R. C. Day	-	Caughnawaga, Que.
Oka Country Day	-	O k a, Que.
Cape Croker Day	-	R. #5, Wiarton, Ont.
Rama Day	-	R. #2, Atherley, Ont.
Mount Elgin Residential	-	Muncey, Ont.
Shingwauk Residential	-	Sault Ste. Marie, Ont.
Fisher River Day	-	Koostatak, Man.
Fairford Day	-	Fairford, Man.
Ahtahkakoops Day	-	Mont Nebo, Sask.
Cote's Day	-	Kamsack, Sask.
Fort Babine Day	-	Topley, B. C.
Cowichan Day	-	Duncan, B. C.
Alert Bay Residential	-	Alert Bay, B. C.
Ahousaht Residential	-	Ahousaht, B. C.
Coqualeetza Residential	-	S a r d i s, B. C.
L e j a c Residential	-	L e j a c, B. C.
Port Simpson Residential	-	Port Simpson, B. C.

PUBLIC ARCHIVES
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CANADA

Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 3)
School Files

1-1-1.

Ottawa, Sept. 24, 1936.

Madam:

With reference to your recent letter, I have to say that this Department conducts approximately 256 day schools and 79 residential schools throughout Canada. I presume that you do not require the names of the Principals of all these schools. If any of your pupils wish to communicate with some of our Indian schools, I would suggest those on the attached list. You will note that this list shows schools situated in various parts of Canada.

Your obedient servant,

Encl.

Philip Phelan,
For Supt. of Indian Education.

Miss Dorothy Stall,
196 Bleeker Street,
New York City, N. Y.,
U. S. A.

PUBLIC ARCHIVES
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CANADA

Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 3)
School Files

MINISTER'S OFFICE

October 30, 1935.

MEMORANDUM

DEPUTY SUPT. GENERAL
OF INDIAN AFFAIRS

The Minister asks that you please have prepared a list of the various employees in the Department of Indian Affairs, both at Ottawa and elsewhere, who are not under the control of the Civil Service Commission, the list to show:

(A) Name of employee.
(b) Nature of work.
(c) Position occupied.
(d) Location of position.

The list, of course, need not include casual labour.

(Sgd.) W.J.F. Pratt.

W.J.F. Pratt.
Private Secretary.

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CANADA

Indian Affairs, (RG 10, Volume 6001, File 1-1-1, Part 1)
School Files

MINISTER'S OFFICE

October 31, 1935.

MEMORANDUM

DEPUTY SUPT. GENERAL OF
INDIAN AFFAIRS

Supplementing my memorandum of yesterday re list to be furnished of employees in the Department, at Ottawa and elsewhere, who are not under the control of the Civil Service Commission,-

The list should also give the salary per annum or rate of wages paid in each case & date of first appointment.

(Sgd.) W.J.F. Pratt.

W.J.F. Pratt.
Private Secretary.

PUBLIC ARCHIVES
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Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 3)
School Files

[illegible] Affairs

[illegible]

[illegible]

The Schools Branch is responsible for the direction and management of the education of all Indian children in Canada, as required by Sections 9, 10, 11, and 114, of the Indian Act.

There are 70 residential schools, with an enrolment of 8,709 pupils and an average attendance of 7,882, and 867 day schools, with an enrolment of 8,63[illegible] and an average attendance of 5,434. Besides, there are 10 combined white and Indian day schools, with an enrolment of 213 Indian children and 22 seasonal schools, open during the summer months only. The total enrolment of Indian children in all classes of schools during the fiscal year ended March 31, 1936, was 17,166, with an average attendance of 13,442.

The Schools Branch is directly responsible for the preparation of Estimates for Indian Education and the supervision of the expenditure of the funds provided by Parliament for that purpose. The amount of the Appropriation for Indian Education for the current fiscal year is $2,[illegible]60,000.

STAFF

1. [illegible]-

Chief Clerk	-	1
Head Clerk	-	1
Principal Clerk	-	1
Stenographers	-	3
Office Boy	-	1
Total	-	7

2. [illegible]-

(a) [illegible]

Provinces		Schools	Principals	Staff - Corps
Nova Scotia	-	1	1	13
Quebec	-	1	1	6
Ontario	-	13	13	176
Manitoba	-	9	9	96
Saskatchewan	-	14	14	198
Alberta	-	19	19	225
Northwest Territories		4	4	33
British Columbia	-	16	16	203
Yukon	-	2	2	0
Total	-	79	79	961

The principals and members of staff of residential schools are appointed by the church authorities, subject to

the approval

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CANADA

Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 3)
School Files

the approval of the Department as to qualifications. If, on inspection, it is found that the services of the principal or any member of the staff are unsatisfactory, the Department demands replacement.

Fifty-one (51) of the residential schools are Government-owned properties and 28 church-owned.

The cooperation of the religious denominations associated with the Department in the administration of Indian residential schools is as follows -

Roman Catholic	-	43
Church of England	-	15
United Church	-	13
Presbyterian Church	-	4
Department only controlled	-	4
Total		79

Of the three department controlled residential schools, the school at Lac La Ronge, Sask., is Roman Catholic and the Shubenacadie School, Grandford, Ont., and St. George's, Lytton, B.C., are Church of England. Owing to certain local conditions, the principals of these schools are elected by the Department, while the members of staff are employed by the Principal.

The residential schools have been managed financially on the per capita grant system since July first, 1956. From these grants, which are provided by Parliamentary appropriation, the school management is responsible for payment of salaries of staff, food and clothing of pupils, minor repairs and incidental expenses. The Department is responsible for major repairs, water supply, lighting system and renewing of major items of equipment.

(b) DAY SCHOOLS

Province	Schools	Full Time Teachers	Seasonal Teachers
Prince Edward Island	1	1	-
Nova Scotia	10	10	
New Brunswick	11	10	
Quebec	30	23	7
Ontario	32	26	6
Manitoba	44	40	4
Saskatchewan	24	24	1
Alberta	2	2	-
North West Territories	4	2	2
British Columbia	46	61	4
Yukon	6	2	4
Total	202	202	26

By Order in Council (P.C. 20/1550) dated July 20, 1954, the teaching staff employed in the schools operated by or under the jurisdiction of the Department are, in accordance with

section 69 of

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Section 60 of the Civil Service Act, wholly exempt from the operation of the Civil Service Act, and their appointment is in the hands of the Schools Branch, subject to approval by the Deputy Superintendent General. They are classed as "Temporary Civil Servants (Exempt by O. C.) Full Time".

(c) [illegible] -

New Brunswick - 1
British Columbia - 1

Both the above are appointed through the Civil Service Commission.

In the other provinces, by arrangement with the Provincial Department of Education, our schools are inspected by their public and separate school inspectors and reports submitted to the Schools Branch. In addition periodic inspections of all schools are made by departmental inspectors, Indian agents and officers from headquarters.

(d) [illegible]

Prince Edward Island	-	1
Nova Scotia	-	6
New Brunswick	-	5
Ontario	-	13
Manitoba	-	8
British Columbia	-	4
Total	-	37

The appointment of Truant Officers is in the hands of the Schools Branch. In addition, under Section 10 of the Indian Act, as amended, members of the Royal Canadian Mounted Police Force and any special constable appointed for police duty on an Indian reserve carry out duty as truant officer.

(e) JANITORS

Prince Edward Island	-	1
Nova Scotia	-	10
New Brunswick	-	11
Quebec	-	26
Ontario	-	77
Manitoba	-	19
Saskatchewan	-	7
British Columbia	-	41
Total	-	192

The appointment of Janitors is in the hands of the Schools Branch.

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CANADA

Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 3)
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(f) [illegible] (Residential schools) :-

Ontario	-	6
Manitoba	-	4
Saskatchewan	-	8
Alberta	-	12
North West Territories	-	4
British Columbia		
Total	-	36

The services of night watchmen are engaged at those residential schools where there is fire hazard, during the period from October first to April 30th - a 7 months period - each year, while the school heating plants are in operation. A grant is provided by the Department towards payment of their salary.

(g) [illegible] -

Residential Schools, British Columbia - 16

At certain residential schools in British Columbia the Department appoints and pays manual training instructors. Funds for the purpose are provided from "B. C. Special Appropriation".

SUMMARY

Headquarters	-	7
Residential Schools	-	1,[illegible]
Day Schools	-	327
School Inspectors	-	8
Truant Officers	-	37
Janitors	-	1[illegible]
Night Watchmen	-	[illegible]
Manual Training Instructors	-	16
Total	-	1,647

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ARCHIVES
BLIQUES

O. H. M. S.

Department of Indian Affairs

Minister's Office

MEMORANDUM

Dec. 4, 1

[illegible] Dept. of Indian Affairs

Re: Position - Supervisor of Indian Education

Enclosed herewith are [illegible] the Minister by R. [illegible], aimed at Secondary [illegible] Six Nations Indians, for recommend for department attention.

[illegible]

[illegible] Dec. 30

PUBLIC ARCHIVES
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CANADA

Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 3)
School Files

3/-1-1

DEC. 9 1

GOVERNMENT OF THE PROVINCE OF ALBERTA
DEPARTMENT OF EDUCATION

REFER TO FILE NO.
S-4-12-35

EDMONTON, ALBERTA
December 4, 1935

Sir,

We have received a letter from a School Teacher in New Zealand who is desirous of obtaining a copy of any material published with regard to the Education of Indians. To save time it will be very much appreciated if you would please send copies of any publications you may have on this subject to :-

Mr. R.N.Palmer,
Head Teacher,
Te Pupuke School,
Kaeo,
North Auckland,
New Zealand.

For reference purposes we shall also appreciate your sending copies to this Department.

Thanking you in anticipation.

Your obedient servant,

M. Hall.

Statistician.

Mr. A.F.MacKenzie,
Secretary, Department of Indian Affairs,
Ottawa, Ont.

Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 3)
School Files

PUBLIC ARCHIVES
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CANADA

( )

Ottawa, December 16, 1935.

Dear Sir:

Your letter, requesting to be supplied with publications regarding the education of Indian children, has been referred to this Department for reply.

We have no publications for distribution, other than the annual report of the Department. A copy of the last report available for distribution will be sent you, under separate cover. You will also be sent a copy of the Indian Act, and, if you will refer to Sections 9-11, you will see the authority under which Indian schools are established and conducted. The annual report, pages 12 and 13, and also pages 66 to 78, will give particulars regarding the schools in operation, the enrolment, expenditure, etc.

Yours truly,

J. D. Sutherland,
Acting Supt. of Indian Education.

R. W. Palmer, Esq.,
Head Teacher, Te Pupuke School,
K a e o, North Auckland,
New Zealand.

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CANADA

Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 3)
School Files

Ottawa, December 16, 1936.

Dear Sir:

I have your letter of the 4th instant, relative to a communication which you received from a school teacher in New Zealand, who is desirous of obtaining copies of any publications regarding Indian education.

In this connection I have to say that we have no publications available for distribution, other than the annual report of this Department, a copy of which is being sent to the address given in your letter. I am also forwarding you, under separate cover, copy of the last annual report of this Department available for distribution.

Yours truly,

J. D. Sutherland,
Acting Supt. of Indian Education.

I. V. Hall, Esq.,
Department of Education,
Province of Alberta,
Edmonton, Alta.

Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 3)
School Files

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CANADA

COPY

MINISTER'S OFFICE

12th Dec., 1935.

Memorandum

Dr. McGill -

Will you please let me have a tabulated statement analysing number and cost of staff of each branch of the department as of December 1st, 1935,-

1. Permanent at Ottawa -
   (a) Number
   (b) Amount

2. Temporary at Ottawa -
   (a) Number
   (b) Amount

3. Permanent in each Province -
   (a) Number
   (b) Amount

4. Temporary in each Province -
   (a) Number
   (b) Amount

5. Grand Total -
   (a) Number
   (b) Amount

6. Part Time employees -
   (a) Number
   (b) Amount

Sgd. W.J.F. Pratt.

Private Secretary.

Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 3)
School Files

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CANADA

DEPARTMENT OF INDIAN AFFAIRS

CANADA

December 14, 1935.

Memorandum.

Mr. Sutherland.

Will you kindly prepare information to be embodied in general report in so far as it affects staff at Indian schools, as called for in attached memorandum.

D.C.G.I.A.

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CANADA

Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 3)
School Files

DEPARTMENT OF INDIAN AFFAIRS
CANADA

OFFICE OF THE
DEPUTY SUPERINTENDENT GENERAL
OTTAWA

December 14th. 1935.

MEMORANDUM

Mr. Sutherland -

At the recent conference between the Honourable the Superintendent General and representatives of the church missionary societies, the statement was made by one of the latter that when children in Residential Schools are ill and unable to attend classes the payment of the per capita grant is cancelled for the time missed from class.

After the conference I called the attention of the Honourable the Minister to this statement and, while not being in possession of precise information, I expressed the opinion that the speaker was in error in making this statement.

Will you be good enough to furnish me with a memorandum setting forth the practice of the Department in this regard?

Harold McGill

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CANADA

Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 3)
School Files

Ottawa, December 17, 1935.

MEMORANDUM:

DR. MCGILL.

I note from your memorandum of the 14th instant that one of the representatives of the church missionary societies recently stated to the Honourable the Superintendent General that, when a child in a residential school is ill and unable to attend classes, payment of per capita grant is not allowed during the time missed from classes.

No such instructions have ever been issued by the Department.

As long as a pupil is in residence, with the Department's permission, grant is allowed even though such pupil is unable to attend classes owing to illness or other reason.

When a pupil is absent from a residential school for more than two or three days, either through illness or from some other cause, no per capita grant is allowed for the period of absence. I think you will agree that this is fair treatment, due to the following reasons:

(1) In the majority of cases of absence through illness the pupil is sent from the residential school to hospital, where the maintenance costs are paid by the Department.

(2) In the case of truancy or neglect of children to return promptly upon the expiry of their leave, the school is not required to maintain them, and, therefore, is not entitled to per capita grant for the period of their absence.

PUBLIC ARCHIVES
ARCHIVES PUBLIQUES
CANADA

Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 3)
School Files

Edmonton Alta. Jan 24th/35.
10618 - 106th Ave.
1-1-1

DEC 17 1935

Dept. of Indian Affairs.
Ottawa Ont.

Gentlemen:

Would you kindly send me a list of the different Indian Schools in the West and also the means used for engaging help in the Schools.

Would be very glad to receive any information or literature re- the Indian Schools as to the support they receive either from the government or the Church with which they are connected.

Very sincerely yours.
(Miss) M. D. MacFarlane

10618 - 106th Ave.
Edmonton
Alta.

PUBLIC ARCHIVES
ARCHIVES PUBLIQUES
CANADA

Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 3)
School Files

1-1-1.

Ottawa, December 20, 1935.

Dear Madam:

I have your letter, requesting information regarding Indian schools.

In this connection I am sending you, under separate cover, a copy of the Annual Report of this Department for the year 1934, this being the last report available for distribution. You will find information regarding schools by reference to pages 12, 13, and 66-78. As nearly all Indian schools are conducted under the auspices of one or other of the religious denominations associated with this Department in the carrying out of its educational policy, we look to the church authorities for the nomination of teachers. I would suggest, if you wish to obtain employment in an Indian school, that you forward your application, stating age, qualifications and experience, to one or other of the following:-

Rev. T. B. R. Westgate, D. D.,
Field Secretary, M. S. C. C.,
39-43 The Bible House, Alexander Ave.,
W i n n i p e g, Man.

Rev. Kenneth J. Beaton, B. A.,
Associate Secretary,
Board of Home Missions, United Church of Canada,
299 Queen St. West,
Toronto, Ont.

Yours truly,

J. D. Sutherland,
Acting Supt. of Indian Education.

Miss M. S. MacFarlane,
10618 - 106th Avenue,
Edmonton, Alta.

Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 3)
School Files

PUBLIC ARCHIVES
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CANADA

1-1-1



McCARTHY & SIMON Inc.

ESTABLISHED 9[illegible]

TEL. WISCONSIN [illegible]

MANUFACTURERS OF ACADEMIC CAPS, GOWNS AND HOODS
CHOIR VESTMENTS, PULPIT GOWNS AND JUDICIAL ROBES

7-9 WEST 36TH STREET
JUST OFF FIFTH AVENUE
NEW YORK CITY

DEPT. OF INDIAN AFFAIRS
JAN 10 1936
REGISTRY

January 7, 1936.

Mr. M. W. McGill
Deputy Supt. General of Indian Affairs,
Dept. of Indian Affairs,
Ottawa, Canada.

Dear Mr. McGill:

Will you kindly send us a list of High Schools in your province. If you do not have such a list, will you kindly advise us where we may obtain one.

Your cooperation will be appreciated.

Very truly yours,

McCARTHY & SIMON, Inc.

D. B. Simon:NZ

PUBLIC ARCHIVES
ARCHIVES PUBLIQUES
CANADA

Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 3)
School Files

1-1-1.

Ottawa, January 13, 1936.

Gentlemen:

I have been directed to acknowledge receipt of your letter of the 7th instant, requesting a list of high schools in Ontario.

This Department does not conduct high schools for Indian pupils. I would suggest that you apply for the information you require to the Deputy Minister, Department of Education, Toronto, Ont.

Yours truly,

J. D. Sutherland,
Acting Supt. of Indian Education.

Messrs. McCarthy & Simon, Inc.
7 - 9 West 36th Street,
New York City. N. Y.,
U. S. A.

PUBLIC ARCHIVES
ARCHIVES PUBLIQUES
CANADA

Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 3)
School Files

1-1-1

January 30, 1936.

Memorandum:

Dr. McGILL,-

The following are the new Day Schools that have been established during the past three fiscal years, from April first, 1932:-

FULL TIME		Accommodation
QUEBEC		
Cornwall Island East New building, ready to open Feb. 17, 1936.		40 pupils
ONTARIO		
Christian Island R. C. Open January first, 1934.	-	28 pupils
Sandy Cook Opened January first, 1936.	-	20 "
Martin's Falls (Long Lac) New building will be ready to open in February		30 "
SASKATCHEWAN		
Big Island Lake (Onion Lake Agency) Open September first, 1934.	-	20 pupils
Long Lake (Onion Lake Agency) Re-opened September first, 1935	-	14 "
BRITISH COLUMBIA		
Campbell River (Kwawkewith Agency) Opened October first, 1935	-	20 pupils
Quatsino Opened September first, 1936	-	16 "
TOTAL, FULL TIME	-	187 "

SEASONAL:

ONTARIO		
Temagami (Bear Island) Re-opened May first, 1934	-	27 pupils
Fort Severn Opened June first, 1934	-	22 "
Fort Churchill Opened June first, 1934	-	68 "

- British Columbia

PUBLIC ARCHIVES
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Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 3)
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SEASONAL:	-	Forward	117

BRITISH COLUMBIA

McDame's (Stikine Agency)	-	18 pupils
Tahltan	-	24 "

The above schools were open three months during the summer of 1934. They will re-open during the coming summer.

Fort McLeod	-	28
Fort Graham		30

These two schools were open during the summer of 1935 and will continue during the coming summer of 1936. They are in the Stuart Lake Agency.

TOTAL, SEASONAL - 217 pupils

PUBLIC ARCHIVES
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Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 3)
School Files

Sanford, Man.,
Feb. 15th 1936.

The Department of Indian Affairs
Ottawa, Ont.

Attention: Mr. Sutherland

Dear Sir:

I have been trying to locate the Indian Treaty between the Indians at Norway House or the Pas with the Government and have been unsuccessful.

Mr. M. J. Healy, Provincial Librarian and I have looked through many of the records but not knowing the year we did not hit upon it. Could you take the trouble to make a copy of any one of the treaties North of 53 in Manitoba and send it to me as soon as convenient.

My thesis is completed at last and I wanted the treaty for my Appendix. As soon as I get it, I'll send the thesis to the Typist. I shall receive the "Master of Education" degree from the University of Manitoba this Spring.

Thank you very much for your help in the past.

Yours truly,
John E. Lyons

Page 14th
Sept 14th

PUBLIC ARCHIVES
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CANADA

Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 3)
School Files

1-1-1.

Ottawa, February 20, 1936.

Dear Sir:

I have your letter of the 15th instant, requesting information regarding the Treaty with the Indians at Norway House.

In reply I have to say that the Treaty with these Indians was made on September 24, 1875, at Norway House, and is known as the Lake Winnipeg Treaty, No. 5. If you will refer to the Treaties of Canada with the Indians of Manitoba and the North West Territories, by Honourable Alexander Morris, P.C., on pages 143 and following, you will find a full account of the steps taken in obtaining the Treaty, and, also, on pages 342 to 350, a copy of the Treaty and the signatures thereto. It is thought that you can see a copy of Morris' Treaties in a good library. I regret being unable to send you a copy, as I have only one in my office for reference and the supply is exhausted. This has now become a rather valuable publication and is out of print. It would require the services of a typist for a considerable time to make a copy of the Treaty referred to.

I note that you have completed your thesis and hope that you will receive your Master of Education degree. I understand that, in submitting your thesis, it will be necessary to have same printed. Should you have a copy available, I would be very glad to obtain one and would return same, if so requested.

Should you be unable to obtain a copy of Morris' Treaties in a library in Winnipeg, I could forward my copy for your use, but, on the distinct understanding that you would return same to me when it has served your purpose.

With best wishes,

Yours sincerely,

J. D. Sutherland,
Acting Supt. of Indian Education.

John E. Lysecki, Esq., B.A.,
S a n f o r d,
Man.

PUBLIC ARCHIVES
ARCHIVES PUBLIQUES
CANADA

Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 3)
School Files

February 26, 1936.

MEMORANDUM

The Honourable the Superintendent General,-

Referring to the question raised by Mr. Senn, in the discussion on the Estimates of this Department (see Hansard, page 582) regarding the case of two or three clergymen, who have children desirous of attending high school, and requesting that the Department provide a grant towards their expenses, I would point out that the Appropriation is for the education of Indian children, only, and exception to any such payment would be taken by the Auditor General.

Deputy Superintendent General.

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CANADA

Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 3)
School Files

BOARD OF EDUCATION NEW YORK CITY

DEWITT CLINTON HIGH SCHOOL

MOSHOLU PARKWAY AND PAUL AVENUE

A. MORTIMER CLARK
PRINCIPAL

TELEPHONE
KINGSBRIDGE 6—6300

February 16, 1936.

1-d

Dear Sir:-

Mr. Cole, Canadian Government Trade Commissioner at New York, has suggested that I write to you regarding the work of educational type which is being carried on by the Dominion Government among the Indians of Canada.

A small article of three paragraphs mentioning the health education work and the vocational training that was being done be the Dominion appeared in the New York Times of some weeks ago. In this article it was stated that, due to this carefully considered work and its faithful execution, the Indian population was really increasing. I am very much interested in all forms of education having to do with problem individuals and problem peoples and I wonder whether you would have any published reports upon this work which your department is carrying out and which you feel might be released for such research reading.

Thanking you for any information and any courtesy that you might be able to give me along these lines, I am

Very respectfully yours,

John W. Tietz

John W. Tietz

The Hon. Thomas G. Murphy,
Superintendent General of Indian Affairs,
Department of the Interior,
Ottawa, Canada.

PUBLIC ARCHIVES
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Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 3)
School Files

KODAK SAFETY ▲ FILM

1-1-1

Minister's Office

C.

MEMORANDUM

February 20. 1936.

DR. McGILL:

The attached letter (Feby 16) from John W. Tietz, DeWitt Clinton High School, New York City, re the health, educational and vocational training of Indians in Canada -

is referred to the Department for attention.

W.J.F. Pratt,
Private Secretary.

Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 3)
School Files

PUBLIC ARCHIVES
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CANADA

Ottawa, March 2, 1936.

Dear Sir:

I have been directed to acknowledge receipt of your letter of the 16th ultimo, addressed to the former Superintendent General of Indian Affairs, requesting information regarding the work of educational type which is carried on among the Indians of Canada.

Some 17,560 Indian children are enrolled in the 350 day and residential schools. These schools are not under the control of the Departments of Education in the different provinces but are financed and managed jointly by the Department of Indian Affairs and the various churches engaged in the work. In each province, the Indian schools are inspected regularly by qualified school inspectors, and the work done by Indian pupils compares favourably with that of the white schools in the same localities. In the day schools, in addition to the regular curriculum, emphasis is placed on hand work, gardening, hygiene and group games. The residential schools give still further training in the manual arts that will assist the pupil in later life. The boys are trained in farming, gardening and the care of stock; and the girls are systematically taught all household duties.

Parliament annually provides appropriations - amounting during the present fiscal year to two million dollars - from which the expenditures for the maintenance of the various schools are made. The churches which are cooperating provide further funds to finance them.

Special training or assistance is offered to the promising graduates of the day and residential schools. Approximately 300 young Indian men and women are attending high schools and colleges in Canada. Financial assistance and careful supervision for these special pupils are arranged for by the Department. Other energetic graduates are given grants for stock, implements, household equipment or building material.

In the residential schools - 79 in number - the staffs are nominated by the church authorities, and the activity is supervised by them and by the Department. The pupils in primary grades devote both morning and afternoon to classroom exercises, but the school day is divided for older pupils between academic instruction and vocational training.

The schools which the Department supervises and

- the number

John W. Tietz, Esq.,
Dewitt Clinton High School,
Mosholu Parkway and Paul Avenue,
New York, N. Y.,
U. S. A.

PUBLIC ARCHIVES
ARCHIVES PUBLIQUES
CANADA

Indian Affairs. (MG 10, Volume 6001, File 1-1-1, part 3)
School Files

the number of children in each kind of school are as follows:-

		Enrolment
262 day schools	-	8,638
79 residential schools	-	8,709
10 combined schools	-	213
Total	-	17,560

The names "Day" and "Residential" sufficiently differentiate these two classes of schools. A combined school is one which both Indian and white children attend and is found in districts too sparsely settled to support two schools. The Department, in such cases, cooperates with the local School Board in the upkeep of the school. The course of studies in Indian schools is that prescribed by the Provincial Departments of Education in the Province in which the school is located.

I regret that this Department has no published reports for distribution, other than the annual report, a copy of which is being sent you, under separate cover.

Yours truly,

J. D. Sutherland,
Acting Supt. of Indian Education.

PUBLIC ARCHIVES
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Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 3)
School Files

THE DEPARTMENT OF

TRADE AND COMMERCE
CANADA

COMMERCIAL INTELLIGENCE SERVICE

1-1-1

PLEASE QUOTE FILE 28563

OTTAWA, March 12, 1936.
CANADA

A.F. MacKenzie, Esq.,
Secretary,
Department of Indian Affairs,
Booth Building,
O T T A W A.

Dear Sir:-

I enclose copy of a letter received today from Mr. C.M. Croft, Canadian Trade Commissioner at Auckland, New Zealand, together with copy of the enclosure to which he refers from Mr. E.C.Baldock.

If there is anything you can do for Mr. Baldock by way of placing pupils of his school in correspondence with Indian pupils in Canada I am sure it will be appreciated. Will you please advise me of whatever action you take in the matter.

Yours faithfully,

(H.W.Cheney)
Secretary,
Commercial Intelligence Service.

Enc.
DM/YJ.

PUBLIC ARCHIVES
ARCHIVES PUBLIQUES
CANADA

Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 3)
School Files

THE DEPARTMENT OF

CABLES AND TELEGRAMS: "CANADIAN," AUCKLAND
CODE BENTLY'S SECOND PHRASE
TELEPHONE 43-34
PLEASE QUOTE FILE 48

TRADE AND COMMERCE
CANADA

OFFICE
YORKSHIRE HOUSE
SHORTLAND STREET
POSTAL ADDRESS:
BOX 33, AUCKLAND, C1

THE CANADIAN GOVERNMENT TRADE COMMISSIONER

DUPLICATE

AUCKLAND, NEW ZEALAND
February 15, 1936.

L. D. Wilgress, Esq.,
Director, Commercial Intelligence Service,
Department of Trade and Commerce,
Ottawa, Ont., Canada.

Dear Sir, **Re Indian Tribe.**

I am attaching hereto a copy of a letter received from Mr. E. C. Baldock, Headmaster, Native School, Oruanui, via Putaruru, New Zealand, from which you will note the desire of the pupils of that Maori school to correspond with an Indian tribe in Canada.

The thought occurs to me that the Department of Indian Affairs might be prepared to forward this letter to one of their schools so as to arrange for the interchange of letters between pupils representing the native races of each of the Dominions.

An additional copy of this letter is attached to facilitate correspondence.

Yours faithfully,

(Sgd.) C. M. CROFT

(C. M. Croft.)
Canadian Government Trade Commissioner.

N.Z. 372
P/M

PUBLIC ARCHIVES
ARCHIVES PUBLIQUES
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Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 3)
School Files

COPY

Native School,
Oruanui,
via Putaruru.
New Zealand.

February 7, 1936.

The Canadian Trade Commissioner,
P. O. Box 33,
AUCKLAND.

Dear Sir,

The pupils of my school are desirous of corresponding with an Indian tribe in Canada. We are somewhat at a loss to know to whom we could write.

I wonder if you could help us. If you could we should appreciate it greatly.

Yours faithfully,

(SGD.) E. C. Baldock.

PUBLIC ARCHIVES
ARCHIVES PUBLIQUES
CANADA

Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 3)
School Files

1-1-1.

Ottawa, March 18, 1936.

Reverend Sir:

This Department has received, through the Commercial Intelligence Service, Department of Trade and Commerce, a letter from Mr. C. M. Croft, Canadian Trade Commissioner at Auckland, New Zealand, forwarding a request from E. C. Baldock, Native School, Oruamui, via Putaruru, New Zealand, in which he states the pupils of his school are desirous of corresponding with pupils of an Indian school in Canada.

I am taking the liberty of informing the Secretary of the Commercial Intelligence Service that if the Principal of the above named school will take up the matter with you, no doubt, you would be pleased to arrange that some of the older pupils of your school would answer any letters that may be received from the school in New Zealand. In view of the interest of the Canadian Trade Commissioner, I am sure you will see that any letters received from the Principal or pupils of the Native School in New Zealand receive a reply.

Yours truly,

J. D. Sutherland,
Acting Supt. of Indian Education.

Rev. Thos. M. Kennedy, O.M.I.,
Principal,
Indian Residential School,
Kamloops, B. C.

PUBLIC ARCHIVES
ARCHIVES PUBLIQUES
CANADA

Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 3)
School Files

Ottawa, March 18, 1936.

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I am taking the liberty of informing the Secretary of the Commercial Intelligence Service that, if the Principal of the above named school will take up the matter with you, no doubt, you would be pleased to arrange that some of the older pupils of your school would answer any letters that may be received from the school in New Zealand. In view of the interest of the Canadian Trade Commissioner, I am sure you will see that any letters received from the Principal or pupils of the Native School in New Zealand receive a reply.

Yours truly,

J. D. Sutherland,
Acting Supt. of Indian Education,

Rev. J. A. Doyle, D.D.,
Principal,
Indian Residential School,
B r a n d o n, Man.

Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 3)
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PUBLIC ARCHIVES
ARCHIVES PUBLIQUES
CANADA

Ottawa, March 18, 1936.

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I am taking the liberty of informing the Secretary of the Commercial Intelligence Service that, if the Principal of the above named school will take up the matter with you, no doubt, you would be pleased to arrange that some of the older pupils of your school would answer any letters that may be received from the school in New Zealand. In view of the interest of the Canadian Trade Commissioner, I am sure you will see that any letters received from the Principal or pupils of the Native School in New Zealand receive a reply.

Yours truly,

J. D. Sutherland,
Acting Supt. of Indian Education.

Rev. Charles Hives,
Principal,
Shingwauk Indian Residential School,
Sault Ste. Marie, Ont.

PUBLIC ARCHIVES
ARCHIVES PUBLIQUES
CANADA

Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 3)
School Files

Ottawa, March 18, 1936.

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I am taking the liberty of informing the Secretary of the Commercial Intelligence Service that, if the Principal of the above named school will take up the matter with you, no doubt, you would be pleased to arrange that some of the older pupils of your school would answer any letters that may be received from the school in New Zealand. In view of the interest of the Canadian Trade Commissioner, I am sure you will see that any letters received from the Principal or pupils of the Native School in New Zealand receive a reply.

Yours truly,

J. D. Sutherland,
Acting Supt. of Indian Education.

Rev. R. C. Scott, B.A.,
Principal,
Coqualeetza Residential School,
S a r d i s, B. C.

Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 3)
School Files

PUBLIC ARCHIVES
ARCHIVES PUBLIQUES
CANADA

1-1-1.

Ottawa, March 18, 1936.

Dear Sir:

I beg to acknowledge receipt of your letter of the 12th instant (your File 28563), enclosing copy of a communication from the Canadian Trade Commissioner at Auckland, New Zealand, together with copy of the enclosure to which he refers, from Mr. E. C. Baldock, who states that the pupils of his school are desirous of corresponding with Indian pupils in Canada.

I would suggest that Mr. Baldock communicate with the following Principals of Indian Residential Schools:-

Principal	School	Address
Rev. J. A. Doyle, D.D.	Brandon	Brandon, Man.
Rev. R. C. Scott, B.A.	Coqualeetza	Sardis, B. C.
Rev. Chas. Hives,	Shingwauk	Sault Ste. Marie, Ont.
Rev. T.M. Kennedy, O.M.I.,	Kamloops,	Kamloops, B. C.

The above are four of the outstanding Indian Residential Schools, and the Principals, no doubt, would be pleased to have certain of the pupils in their schools answer any correspondence received from the native school pupils of Mr. Baldock's school. I may add that the Department is writing the Principals named above, requesting them to see that any communications received from the pupils of the school in New Zealand are promptly answered by pupils of their schools.

Yours truly,

J. D. Sutherland,
Acting Supt. of Indian Education.

H. W. Cheney, Esq.,
Secretary, Commercial Intelligence Service,
Department of Trade & Commerce,
Ottawa, Ont.

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1-1-1

BOARD OF EDUCATION NEW YORK CITY

DEWITT CLINTON HIGH SCHOOL

MOSHOLU PARKWAY AND PAUL AVENUE

A. MORTIMER CLARK
PRINCIPAL

TELEPHONE
KINGSBRIDGE 6—8100

March 15, 1936.

MAR 18 193
Records

Dear Sir:

I should like to acknowledge with thanks the letter of March 2nd and the accompanying annual report of the Department of Indian Affairs which I received from Dr. J. D. Sutherland.

The letter which Dr. Sutherland wrote gave me many details regarding the work in Indian Education as carried on by The Dominion and I wish to express to him my gratitude for his painstaking care in answering my letter.

I feel that the work which is being done by The Dominion as well as its underlying philosophy show a very practical solution to a very difficult problem and, as a student of educational work carried on with problem persons and problem people I feel that The Dominion is to be congratulated upon its humanitarian as well as common sense approach to its problem.

With gratitude for your courtesy, I am

Faithfully yours,

John W. Tietz

John W. Tietz

The Secretary, Department of Indian Affairs,
Ottawa,
Canada.

Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 3)
School Files

PUBLIC ARCHIVES
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CANADA

THE DEPARTMENT OF

TRADE AND COMMERCE
CANADA

COMMERCIAL INTELLIGENCE SERVICE

PLEASE QUOTE FILE 28563

OTTAWA, March 20, 1936.
CANADA

J.D. Sutherland, Esq.,
Acting Superintendent of Indian Education,
Department of Indian Affairs,
O T T A W A.

Dear Sir:- INDIAN TRIBE

I have your letter of March 18th, your file No. 1-1-1, regarding the desire of Indian pupils in New Zealand to be placed in correspondence with Indian pupils in Canada. I thank you for the information given therein which I am forwarding to Mr. C.M. Croft, our Trade Commissioner at Auckland.

Yours faithfully,

(H.W.Cheney)
Secretary,
Commercial Intelligence Service.

DM/YJ.

Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 3)
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PUBLIC ARCHIVES
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CANADA

1-1-1

Kamloops Indian Residential School

FOUNDED IN 1890
IN CHARGE OF THE OBLATE FATHERS

Kamloops, B.C., March 24, 1936. 193

R.A. J. D. Sutherland
Acting Supt. of Indian Education,
Ottawa, Ont.

Dear Mr. Sutherland:

In answer to your letter of the 13th regarding correspondence between the Indian children of this School and native children of New Zealand, I shall be glad to see that our children answer any letters which we may receive from the children of the native school of Oruanui, New Zealand.

With the very best of wishes to yourself and Mr. Phalen, I remain

Yours truly,

Thos. M. Kennedy, O.M.I.

Thos. M. Kennedy, O.M.I.
Principal.

PUBLIC ARCHIVES
ARCHIVES PUBLIQUES
CANADA

Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 3)
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1-1-1

REV. R C. SCOTT, B.A.
Principal

Phones
SCHOOL———CHILLIWACK 4602
RESIDENCE—CHILLIWACK 4607

COQUALEETZA RESIDENTIAL SCHOOL
SARDIS, B.C.

March 24, 1936

To the Secretary Department of Indian Affairs,
Ottawa, Ontario

Dear Sir:

This is to acknowledge receipt of your letter of March 18, File 1-1-1, regarding possibility of Correspondence between pupils of this school and those of the native school in New Zealand, as set forth in a letter to you by Mr. C.M. Croft, Canadian Trade Commissioner at Aukland.

I note that you have advised the principal of this school to get in touch with me. I assure you I shall give it my earnest attention and endeavour to have some of our senior pupils undertake this correspondence.

Thanking you for your continued interest in the school, I am,

Yours sincerely,

RS/BW

R. C. Scott

Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 3)
School Files

PUBLIC ARCHIVES
ARCHIVES PUBLIQUES
CANADA

Indian Residential School

Rev. J. A. Doyle, D.D.
PRINCIPAL

PHONE 2838

Brandon, Man., March 28, 1936.

The Secretary,
Dept. of Indian Affairs,
Ottawa, Ont.

Dear Sir:

I have your letter of March 18, No. 111, and in reply wish to say that we will be very pleased to have some of our older pupils correspond with native pupils from New Zealand. We already have a few carrying on such correspondence in other parts of the world who have made connection through some Church organizations.

I am,

Yours respectfully,

J. A. Doyle.

HAL/W

Rev. J. A. Doyle, L.L.,
Principal.

Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 3)
School Files

PUBLIC ARCHIVES
ARCHIVES PUBLIQUES
CANADA

FILE No. 1-1-1 VOL. 3

DEPARTMENT OF INDIAN AFFAIRS

SCHOOLS

GENERAL

FROM 6-11-28 TO 31-12-36

CENTRAL REGISTRY	REFERRED TO	DATE REC'D	INITIALS	CENTRAL REGISTRY	REFERRED TO	DATE REC'D	INITIALS

FILE No. 1-1-1 VOL. 3

Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 3)
School Files

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CANADA

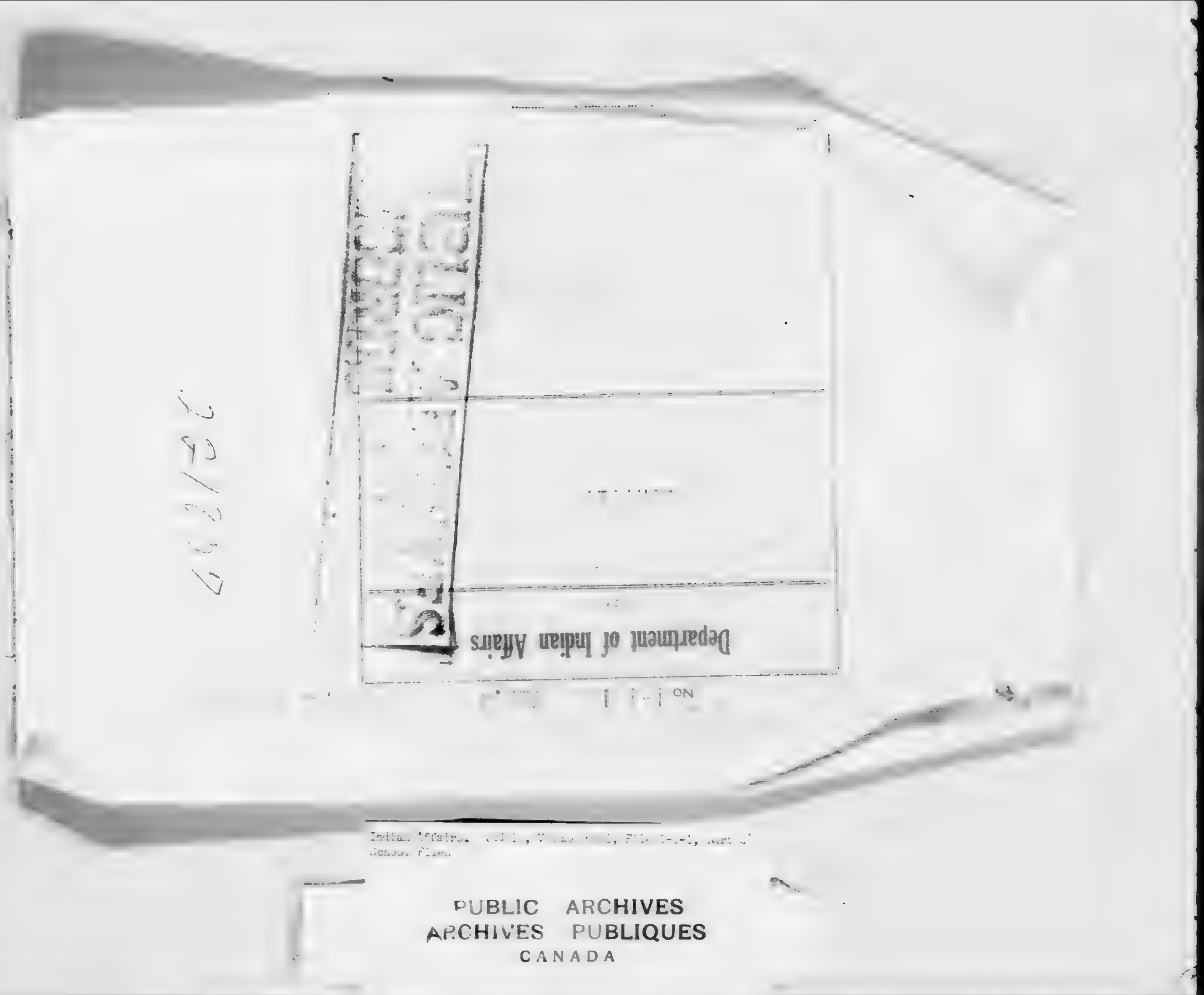
Indian Affairs
School Files

RG 10, Volume 6001

File 1-1-1, part 1	Headquarters - Schools - General.	1879 - 1905
File 1-1-1, part 2	Headquarters - Schools - General.	1904 - 1928
File 1-1-1, part 3	Headquarters - Schools - General.	1928 - 1936
File 1-1-1, part 4	Headquarters - Schools - General.	1922 - 1941

PUBLIC ARCHIVES
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CANADA

Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 4)
School Files



Indian Affairs. [illegible], Plan [illegible], Fish [illegible], part of Gordon Plans

PUBLIC ARCHIVES
ARCHIVES PUBLIQUES
CANADA

RE THE ADMISSION OF CHILDREN TO RESIDENTIAL SCHOOLS

UPON FORMAL AFFIDAVIT BY THE FATHER.

"The Department is guided by the following ruling. If a Protestant parent wishes his child placed in a Roman Catholic school and brought up in the Roman Catholic religion, or a Roman Catholic parent his child in a Protestant school and brought up in the Protestant religion, he may do so; but, for the protection of the Department, we demand in such cases an affidavit to that effect by the father. Such declaration must be made in the presence of, and certified by, the Indian agent or other justice of the peace, as having been understood by the Indian parent and as embodying his wishes."

PUBLIC ARCHIVES
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CANADA

Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 4)
School Files

POOR
COPY

DEPARTMENT OF INDIAN AFFAIRS
CANADA

Do not send R77.

OFFICE OF THE
DEPUTY SUPERINTENDENT GENERAL
OTTAWA

Ottawa, February 27, 1952.

Dear Canon Gould:-

I have to acknowledge yours of the 23rd inst., enclosing a copy of the Indian and Eskimo Commission's recommendation, in connection with the difficulties arising out of different religious beliefs when recruiting pupils for Indian residential schools.

I have noted the remarks of the Commission, and will be grateful for further enlightenment concerning two of their recommendations. Article No. 3 suggests that no Protestant child of one denomination be admitted to a school under the management of another denomination, without the consent of the authorities of the church to which the child belongs. In this connection, I wish to point out that in the past there have frequently been considerable trouble between various Protestant denominations, as to which, if not interested, the Department of Indian Affairs, would have considerable correspondence and give opportunity for endless trouble. As you know, the present effort is for the express purpose of minimizing difficulties, and I must confess that I am convinced that recommendation No. 3 of your Commission would lead to dissension among the interested Protestant institutions.

[illegible] I still have [illegible] concerning recommendation [illegible] which requires [illegible] children [illegible] desire their children [illegible] another. It is [illegible] that [illegible] parents, upon the signing of an affidavit, to place their children in a Protestant school. This has been the most [illegible] and might lead to [illegible] proselytism. In addition, considerable trouble would arise in later years, [illegible] the matter of [illegible] brought up in the wrong religion. I believe that, if parents brought up in one faith desire their children to be educated in another, they will themselves take steps to bring about a bona fide change in belief. When the Department has reason to believe that such change is not for the express purpose of circumventing the Indian Act, children will be admitted to institutions conducted by churches with which Protestants become associated.

- I am looking -

Rev. Canon S. Gould, M.A., D.C.L.
General Secretary, Missionary Society,
Church of England in Canada,
131 Confederation Life Bldg.,
Toronto, Ont.

PUBLIC ARCHIVES
ARCHIVES PUBLIQUES
CANADA

Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 4)
School Files

POOR COPY

I am looking forward to an arrangement that is satisfactory to all the churches, and would be grateful for your answering communication as soon as you have got in touch with those interested in the Indian work under the Church of England auspices.

Yours very truly,

Deputy Superintendent General.

Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 4)
School Files

PUBLIC ARCHIVES
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CANADA

POOR COPY

UNIVERSITY OF OTTAWA

Ottawa, February 15th,1922.

Mr Duncan C.Scott,
Dep. Supt Gen. of Indian Affairs,
O T T A W A, Ontario.

Dear Mr Scott:-

I beg to acknowledge your letter of December 24th, in reference to difficulties arising in connection with religious belief when recruiting pupils for Indian Residential schools.

I wish to congratulate the Department for its attempt to solve a rather difficult question. However I must state that the Roman Catholic authorities cannot admit entirely the tentative decisions reached by the Department and I take the liberty of respectfully setting forth objections as also of suggesting a solution in some cases.

Paragraph 2 of your letter quotes a part of Section 10 of the Indian Act, as follows:-"No Protestant child shall be assigned to a Roman Catholic school or a school conducted under Roman Catholic auspices, and no Roman Catholic child shall be assigned to a Protestant school or a school conducted under Protestant auspices." The words have been underlined by the undersigned with the object of showing that the conclusion of the Department, viz:-"In the future, children from Protestant and Catholic homes will be considered eligible for admission, respectively, to Protestant and Roman Catholic schools only"-does not conform to the word and spirit of the law as set forth in this Section 10 of the Indian Act, in which it is question of a Protestant child or a Catholic child and not the child from a Protestant or Catholic home.

I therefore, do not see how the Department can alter this regulation. The Department can enforce law but has no authority to change it. Moreover, such a course would simply paralyze or discourage missionary efforts. And I wish to mention that I speak as much from a Protestant standpoint as from a Catholic one. The case has happened when Protestant parents have brought their children to a Catholic school stating clearly their intention of having said children baptized in the Catholic Faith(if they were not already) and educated in a Catholic school. A Catholic priest would act against his conscience and would not perform his duty and I dare say, would be in contradiction with himself in refusing such cases. Of course, prudence and respect for the Department's just regulations would dictate to him a procedure to safeguard his action and avoid possible trouble. Another instance is found in the case of children born of mixed marriages. Any Protestant wishing to be married to a Catholic party before the Catholic Church must sign a witnessed promise 1o)to give religious liberty to the catholic party and 2o)to have all children born of said marriage baptized and educated in the Catholic Religion. One will readily realize the difficulties arising in such cases from the ruling of the Department, specially when the father is a Protestant. Even in spite of the father's desires and solemn promises. and of the child's baptism the only school open to the latter would be the Protestant school. Under such circumstances the Department would go beyond its jurisdiction and its ruling would prove a manifest interference in the intimate rights and liberty of parents.

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CANADA

Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 4)
School Files

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In Paragraph 3 the following ~~principle~~ principle of elementary natural law is set forth:"except under special circumstances, the father, during his life, has a right to choose in what religion the children are to be brought up, even when the children are illegitimate." In my opinion the bringing in of this principle weakens the Department's reasons for the ruling given in Paragraph 2 and seems a contradiction, for, if the father's choice is admitted by the Department when the parents disagree why should not same choice be admitted and with far greater evidence when father and mother agree? A few words could be said relative to illegitimate children but this is not the proper place.

I have read over the Indian Act and Copies of Correspondence and Agreement relating to the Maintenance and Management of Indian Boarding Schools and nowhere have I found that the Department was vested with the authority for dictating about the religion of an Indian, adult or child. Therefore the Department's ruling in the present instance could be considered ultra vires. The only concession possible would be in the case of difficulties arising from the choice, on the part of Protestant parents of a Catholic school for their children, or vice versa. Then the religion of the child (Section 10) is to be inquired into; that is the primary condition. In dubious cases the Department could be called to give a decision. However, to safeguard all parties(the Department included) a declaration sworn to before a Magistrate and two witnesses could be made by the father or guardian declaring:

1o-the religion of his child or his consent to the christening of the latter in another religion;
2o-his free choice of the school conducted under the auspices of the child's religion.

This procedure has been practically followed by the Department in the past and I am pleased to state that difficulties have been rapidly smoothed by following such a course.

The Department can consider the above remarks as representing the Catholic view in the matter, and I have to substantiate and confirm my conclusions the approbation, under their own signature of the Rt Rev.Bishops, the Very Rev.Provincials and the Rev.Principals and Missionaries to whom I have forwarded a copy of the present letter. Such unanimity and precision of opinion from men attending to the spiritual care of the absolute majority of the Indians of Canada and identified with educational work in their behalf should carry a certain weight in the regulations of the Department on a subject of the importance of the one proposed.

Thanking you for asking our advice on the intended interpretation of the Indian Act and hoping that the Department will find agreeable to give its decision in the light of the principles referred to and deductions therefrom, I remain,

Yours respectfully,

Joseph Guy ptd.

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CANADA

Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 4)
School Files

POOR COPY

P 3 does — weaken our case. We do admit parents right + we make them by our ruling exercise it / only as parents child's religion

---

Dept does — dictate re religion child but we use an administ body + it make decision 2nd child's own mind + we protect from [illegible] / [illegible]

Dialogue

Following down our interp "[illegible] child" from confirm [illegible] word + spirit [illegible]

H learn I concur and [illegible] analysis + decision agree in [illegible]

---

① [illegible] law secure parents agreement [illegible] inside from mixed marriage educ [illegible]

② [illegible] Pa - Part + agree with [illegible] OK. [illegible] Dept [illegible] Pa Part

PUBLIC ARCHIVES
ARCHIVES PUBLIQUES
CANADA

Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 4
School Files

Ottawa, May 10, 1922.

Dear Mr. Jamieson:-

As promised at the time of my recent visit to Brantford, enclosed you will find a copy of an article on Indian Education, prepared by the Statistical Branch of the Department of Trade and Commerce. I have not had time to look into this carefully and am not responsible in any way for the literary matter. Concerning the statistical tables, I am of the opinion that they are accurate, and I feel that here you may find some information of real value to you in the preparation of your Master's Thesis.

I will be grateful for the return of this copy, as soon as you are finished with it. It should be addressed to me. Mark the envelope "Confidential".

Yours very truly,

Enclos.

Russell T. Ferrier,
Supt. of Indian Education.

Elmer Jamieson, Esq., B.A.,
P a r i s,
O n t.

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CANADA

Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 4)
School Files

SAFETY AFILM

(137 series)

Ottawa, May 12, 1922.

Memorandum:

Honourable Charles Stewart.

Re: Ownership Indian Residential Schools.

There are 75 Indian residential schools under the auspices of this Department. This figure includes 2 institutions (Edmonton and Elkhorn) at which there are, at present, no Indian children. 43 of these residential schools are owned by the Churches and 32 by the State.

Roman Catholic.

There are 40 residential schools under the auspices of the Roman Catholic Church. 27 of these institutions are owned by the Church authorities. The Oblate Order owns 22 of these Roman Catholic church-owned boarding schools.

Albany Mission, Ont.	(5)
Kenora, Ont.	(1)
Pine Creek, Man.	(1)
Cowessess, Sask.	(1)
Muscowequans, Sask.	(1)
Thunderchild, Sask.	(5)
Beauval, Sask.	(2)
Duck Lake, Sask.	(5)
Onion Lake, Sask.	(5)
Pelican, Alta.	(5)
Ermineskins, Alta.	(5)
Blue Quills, Alta.	(5)
Fort Chipewyan, Alta.	(4)
St. Bernards, Alta.	(4)
St. Brunos, Alta.	(4)
Sturgeon Lake, Alta.	(4)
Vermilion [illegible], Alta.	(4)
Wabiskaw Lake, Alta.	(4)
Fort Resolution, [illegible].T.	(4)
Providence Mission, N.W.T.	(4)
St. Mary's Mission, B.C.	(3)
Cariboo, B. C.	(3)

The schools marked (1) are modern, up to date buildings, in good condition and are adequate for the purpose of Indian education. The Provincial of the Oblate Order in Winnipeg (Father Hoye) has urgently requested that these 4 properties be purchased. In the Supplementary Estimates for 1922-23 there is an item of $48,000 to provide for the purchase of the Kenora Boarding School, after an adjusting

- of the valuation -

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CANADA

Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 4)
School Files

of the valuation. If this amount is voted, the principle involved, i. e., the gradual acquirement of all residential school buildings owned by the churches, will be acknowledged; and from time to time, as Parliament provides funds, the other 3 institutions marked (1) and the 2 schools in British Columbia marked (3) could be purchased. These 2 institutions in British Columbia and a third one, the Squamish Boarding School, owned by the Sisters of the Holy Infant (R.C.) have been offered to the Government at a valuation (not stated) by the Church authorities in the Western Province. Beauval Boarding School, Sask., marked (2), has been named by the Oblates as the last school the purchase of which is desired.

I wish to refer to the possibility of future requests on the part of the Roman Catholic Church that the State purchase the other church-owned residential schools. Those marked (4) are north of the main lines of communication and could be considered largely missionary activities for some years. The institutions marked (5) are either in poor condition or are not modern and would likely be turned over to the State from time to time, at practically no cost. As you are aware, it has hitherto been the policy of the Department to substitute modern, up to date buildings in place of the original residential schools erected with church funds which, owing to lapse of time and the development of the work, become dilapidated and inadequate. At the time of the transfer, the monetary consideration is generally nil.

5 Roman Catholic church-owned institutions have not been listed above. This Department would never purchase the Fort William Orphanage, Ont., or the St. Albert Boarding School, Alta., as these are primarily convents for the education of white children. The Squamish Boarding School, B. C. should not be considered, as the property is entirely inadequate for Indian residential school purposes. The Christie Industrial School, B. C. is modern, and the possibility of taking it over, at a valuation, must be considered. The last named institution is owned by the Basilian Order. The Spanish Industrial School, Ont., a large, modern institution belonging to the Jesuit Order, is worth about $150,000, and I believe, may be offered to the State.

Church of England.

There are 21 residential schools under the auspices of the Church of England. 10 of these are not owned by the State. When the time comes to take over these institutions, the monetary consideration will be nil, because of the poor condition of the buildings or their situation.

Methodist.

7 residential schools are under the Methodist Church. 2 of these are church-owned, and would likely be offered to the Department, gratis, when we are able to re-build.

Presbyterian.

7 Indian residential schools are under the auspices of the Presbyterian Church. 4 of these are church-owned. 3 are modern and well designed for the purposes of Indian education, and we will be asked to purchase these in the future. One is dilapidated, and we would pay nothing to the Church when we decided to re-build.

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CANADA

Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 4)
School Files

RECAPITULATION.

Roman Catholic.

Oblate Order

1.	Lenora	$48,000.
2.	Pine Creek	83,000.
3.	Cowessess	62,500.
4.	Muscowequans	55,000.
5.	St. Mary's	45,000.
6.	Cariboo	50,000.
7.	Beauval	35,000.

Other Orders

1.	Christie	$60,000.
2.	Spanish	150,000.

Church of England none

Methodist none

Presbyterian

1.	Birtle	$45,000.
2.	Round Lake	35,000.
3.	Ahousaht	20,000.

The total approximate value of the 12 church-owned Indian residential schools which the State may be asked to purchase is $608,500.

Deputy Superintendent General.

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CANADA

Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 4)
School Files

1-1-5.

Ottawa, Oct. 2, 1922.

Sir:-

In the past, this Department has experienced some difficulty in the matter of paying accounts for equipment purchased for Indian residential schools. There are certain regulations governing the expenditure of public funds, and it will assist our officers if principals of Indian schools and church officials will remember the following instructions.

The Department's authority must be obtained for expenditures that are to be met other than from the school per capita grant. Requests should be forwarded through the office of the local Indian agent, so that his recommendation can be attached. It is quite in order for the principal to secure the assistance of the church authorities in the case of major expenditures, but the original request should come through the Department's officials in the field.

The requirements of the Purchasing Commission must be kept in mind. If authority to purchase locally is granted, the principal or agent should secure competitive prices for all material over $10. If manufactured articles are desired, this Department will ask the Purchasing Commission for the business houses that should be asked to quote. The principal, when requesting equipment, should intimate the type desired by referring to a price list or catalogue of some Canadian firm. The Purchasing Commission emphasizes the importance of buying, as far as possible, goods that are manufactured in Canada.

When the business has been awarded to a firm the bill should not be paid by the principal, unless it is his intention to finance the purchase out of per capita earnings. The account, in duplicate, should be given by the principal, not to a church representative, but to the Indian agent, or direct to the Department in the case of some residential schools not in Indian agencies. Our agent will certify the accounts if they are in order, and this Department will send a cheque to the firm that has supplied the equipment. When authority has been granted to purchase locally, a memo must be attached, showing the firms asked to quote and the prices quoted, and whether the goods selected were manufactured in Canada or otherwise.

Your attention to the above requirements will assist this Department in its effort to administer the Vote for Indian Education in a satisfactory manner.

Deputy Superintendent General.

To Principals, Indian Agents,
Church and Department Officials.

160 copies.

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CANADA

Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 4)
School Files

October 5, 1922.

I have to inform you that there has been an amendment of the definition of the words "Protestant child" and "Roman Catholic child" as they appear in Subsection 1 of Section 10 of the Indian Act. It is my request that you substitute the present communication for that of June 8th, last, and govern yourself accordingly.

The concluding part of Subsection 1 of Section 10 of the Indian Act, as enacted by 10-11 Geo. V, Chap. 50, Section 1, provides as follows:-

". . . . . No Protestant child shall be assigned to a Roman Catholic school, or a school conducted under Roman Catholic auspices, and no Roman Catholic child shall be assigned to a Protestant school, or a school conducted under Protestant auspices."

The opinion of the Department of Justice is that a Protestant child is one born of Protestant parents, or one whose father or widowed mother has decided to have him or her educated in a Protestant school, or a school conducted under Protestant auspices. A Roman Catholic child is one born of Catholic parents or one whose father or widowed mother has decided to have him or her educated in a Roman Catholic school, or a school conducted under Roman Catholic auspices. In other words, the father has a right to direct and regulate the religious faith in which his child should be brought up, and his wishes must be regarded unless there is some strong reason for disregarding them.

In accordance with this view, if a Protestant parent wishes his child placed in a Roman Catholic school and brought up in the Roman Catholic religion, or a Roman Catholic parent his child in a Protestant school and brought up in the Protestant religion, he may do so; but for the protection of the Department, we demand in such cases an affidavit to that effect by the father. Such affidavit must be made before a Justice of the Peace, Indian Agent or other person authorized to take affidavits, and the person who takes such affidavit must certify that the statements set forth in the affidavit were read over or interpreted and explained to the deponent who thoroughly understood the same. In cases of bona fide adoption, the religion and wishes of the foster father will be recognized by the Department.

As intimated in my earlier communications, I do not wish this ruling to be the occasion of requests that children be transferred from one school to another on the grounds of the present decision. I believe that a child, that has been resident in a school and may have imbibed religious opinions, should remain in that school for the full tuition period.

Yours very truly,

Deputy Superintendent General.

PUBLIC ARCHIVES
ARCHIVES PUBLIQUES
CANADA

Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 4)
School Files

IN REPLY PLEASE REFER TO THE SECRETARY OF THE DEPARTMENT OF INDIAN AFFAIRS, OTTAWA.

IN YOUR REPLY REFER TO

No.

ALSO TO THE DATE OF THIS LETTER.

PLEASE WRITE ON ONLY ONE SUBJECT IN EACH LETTER

DEPARTMENT OF INDIAN AFFAIRS
CANADA

545003.

Ottawa, March 10, 1922.

To the Indian Agent:-

The Department of Indian Affairs has fortunately secured copies of the Department of Health's recent publication "The Canadian Mother's Book". This pamphlet has been prepared for the purpose of giving valuable information to young mothers. Your sympathy and cooperation is requested in connection with the distribution.

The Department is aware that each agency presents a special problem and will rely upon you to adopt any method that you see fit in an effort to place a copy of "The Canadian Mother's Book" in the hands of each young married couple that are capable of reading English. The assistance of field matrons, truant officers, day school teachers and missionaries who may be at work on the reserves might be sought in this connection.

Copies of the pamphlet are being sent to you under separate cover. If more are needed for your agency, a communication to the Department will meet ready response until the supply available for us is exhausted.

Your obedient servant,

Supt. of Indian Education.

PUBLIC ARCHIVES
ARCHIVES PUBLIQUES
CANADA

Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 4)
School Files

ADDRESS REPLY TO THE
SECRETARY DEPT. OF INDIAN AFFAIRS,
OTTAWA

IN YOUR REPLY REFER TO
No.
ALSO TO THE DATE OF THIS LETTER
PLEASE WRITE ON ONLY ONE SUBJECT
IN EACH LETTER

DEPARTMENT OF INDIAN AFFAIRS
CANADA

24949-3.

OTTAWA, May 17, 1922.

To Indian Agents and
Teachers of Indian Schools.

I have to inform you that arrangements have been completed with the Department of Education for your Province for the inspection of Indian schools by the staff of public school inspectors. This action has been taken with a view to standardizing the instruction offered and making it as bright and attractive as possible. Although the teachers of Indian schools are not directly responsible to the public school inspectors, yet teachers are expected to carry out the instructions of the inspectors in regard to their work and general management of the school.

As you are aware, the course of studies prescribed by the Provincial Department should be used by each Indian school. Every assistance should be given to the public school inspectors in the discharge of their duties. This inspection by professionally qualified examinations is being done at the request of the Department of Indian Affairs.

Your obedient servant,

Russell T. Terrier,
Supt. of Indian Education.

PUBLIC ARCHIVES
ARCHIVES PUBLIQUES
CANADA

Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 4)
School Files

150-7.

DEPARTMENT OF INDIAN AFFAIRS
CANADA

OFFICE OF THE
DEPUTY SUPERINTENDENT GENERAL
OTTAWA

October 16, 1922.

I have to inform you that there has been an amendment of the definition of the words "Protestant child" and "Roman Catholic child" as they appear in Subsection 1 of Section 10 of the Indian Act. It is my request that you substitute the present communication for that of June 5th, last, and govern yourself accordingly.

The concluding part of Subsection 1 of Section 10 of the Indian Act, as enacted by 10-11 Geo. V, Chap. 50, Section 1, provides as follows:-

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In accordance with this view, if a Protestant parent wishes his child placed in a Roman Catholic school and brought up in the Roman Catholic religion, or a Roman Catholic parent his child in a Protestant school and brought up in the Protestant religion, he may do so; but for the protection of the Department, we demand in such cases an affidavit to that effect by the father. Such affidavit must be made before a justice of the peace, Indian agent or other person authorized to take affidavits, and the person who takes such affidavit must certify that the statements set forth in the affidavit were read over or interpreted and explained to the deponent who thoroughly understood the same. In cases of bona fide adoption, the religion and wishes of the foster father will be recognized by the Department.

As intimated in my earlier communications, I do not wish this ruling to be the occasion of requests that children be transferred from one school to another on the grounds of the present decision. I believe that a child, that has been resident in a school and may have imbibed religious opinions, should remain in that school for the full tuition period.

Yours very truly,

Deputy Superintendent General.

PUBLIC ARCHIVES
ARCHIVES PUBLIQUES
CANADA

Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 4)
School Files

COPY

103-5.

Ottawa, Nov. 15, 1922.

Sir:-

I am directed to acknowledge your letter of the 8th instant, in which you request information regarding the assistance given to Indian pupils.

This Department has 73 residential and 260 day schools for the youth of our Indian wards in Canada. Residential facilities in Eastern Ontario and in Quebec are very limited, and lately this Department has made arrangements with several institutions conducted under Christian auspices for the care of some of the promising orphan or destitute Indian boys and girls.

The procedure adopted is to follow the recommendation of Indian agents, teachers and missionaries on the reserves. Representations are made to us from time to time concerning the ability of an Indian child who, for some reason or other, is unable to live at home and attend a departmental school on the reserve. Our representatives indicate the religion of the child and suggest a home or residential school where he or she can be provided for and educated. The Department makes a grant for this purpose to the institution chosen - the funds being provided from the Parliamentary Appropriation for Indian Education. The individual merits of each case determine the Department's decision.

Further, we have assisted promising Indian boys and girls who have been in attendance at departmental schools. Parents are sometimes willing to provide a certain amount for the tuition of a child, and this Department has made a special grant for those fitted to undertake more advanced studies. Before providing for the tuition of an Indian boy or girl, this Department must be satisfied that the pupil in question is of the proper type and that careful supervision will be offered. Again, we look to our representatives for recommendations concerning each particular case.

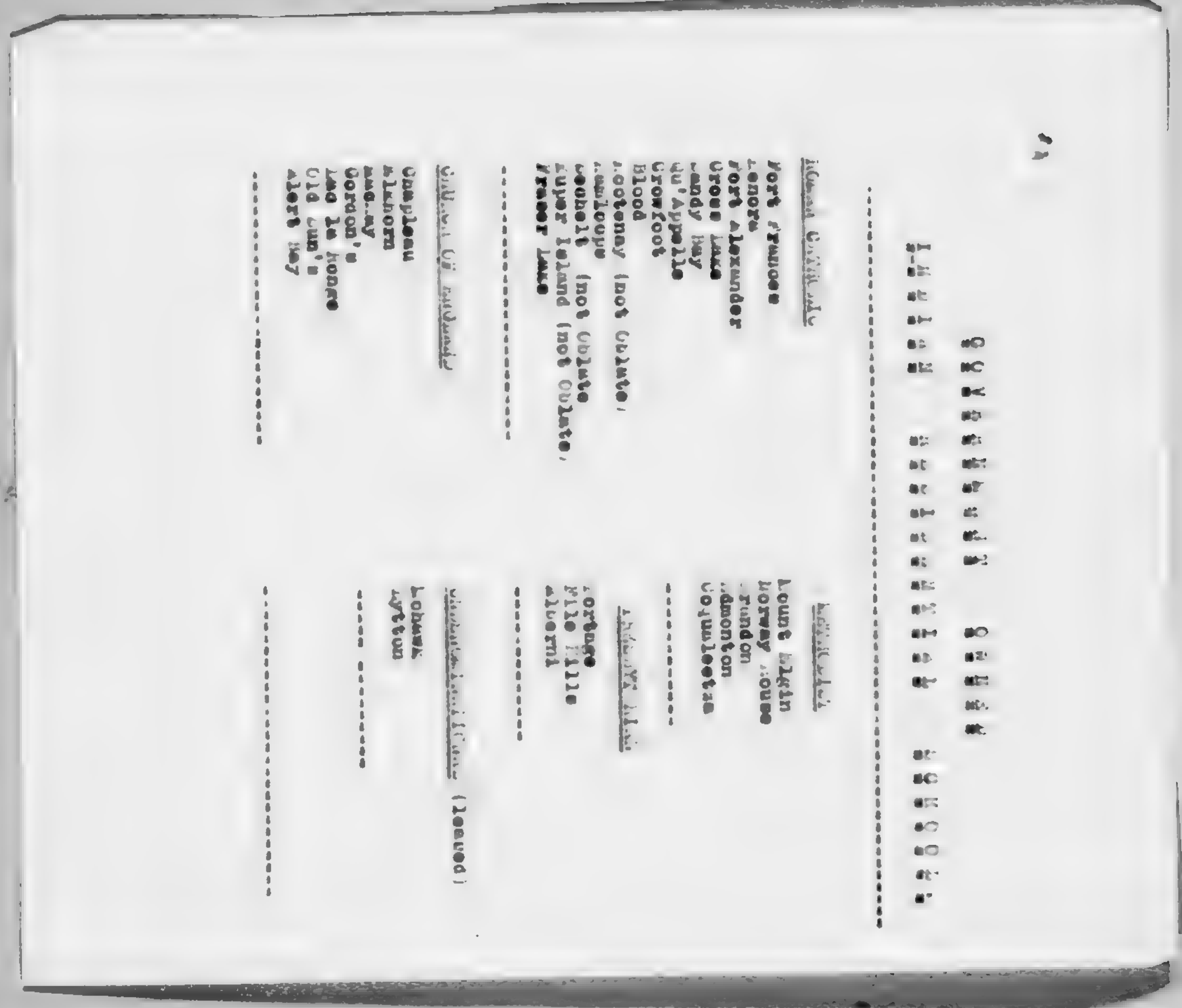
Your obedient servant,

J. D. McLean,
Asst. Deputy & Secretary.

H. R. Samson, Esq.,
Bursar,
Pointe aux Trembles School,
La Pointe aux Trembles,
P. Q.

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ORIGINAL ON 150-6

The Indian Act, Section 10, provides for the attendance at school of every fit Indian child between the ages of 7 and 15 years. The section also provides the means of compelling this attendance. While this is the law, the Department has never, by regulation, made the age limit at Indian residential schools uniform with the Act. Nearly all pupils at Boarding and Industrial Schools are voluntary, and this Department believes it to be in their best interests to continue their studies for a longer period than that prescribed by the Act. We expect principals and agents to advise Indian parents, and others interested, that the children should be allowed to remain in school until they have reached the age of 18 years.

Further, if a school principal advances sufficient reason why a pupil should remain on the roll of a residential school after he has passed the age of 18, this Department will always give favourable consideration to the question of continuing the grant.

Age limit

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CHURCH-OWNED RESIDENTIAL SCHOOLS - FISCAL YEAR 1922-23.

Province	N a m e	Denomination	Pupilage (Mar.31/23)	P.C.Grant (Incl. Bonus)
Ontario	Mohawk Institute (Indust.)	Undon.	120	$200.00
	Shingwauk Home	C. of E.	70	140.00
	Spanish (Indust.)	R. C.	200	140.00
	Fort William	R. C.	35	140.00
	Cecilia Jeffrey	Pres	70	165.00
	Kenora	R. C.	70	165.00
	Albany	R. C.	30	165.00
	Moose Fort	C. of E.	25	165.00
Manitoba	Pine Creek	R. C.	78	165.00
	Birtle	Pres.	75	165.00
Saskatchewan	Cowessess	R. C.	70	165.00
	Duck Lake	R. C.	110	165.00
	Muscowequan	R. C.	60	165.00
	Round Lake	Pres.	75	165.00
	Thunderchild	R. C.	90	165.00
	Onion Lake	R. C.	55	140.00
	Onion Lake	C. of E.	36	140.00
	Beauval	R. C.	65	165.00
Alberta & N.W.T.	St. Albert	R. C.	100	165.00
	Ermineskins	R. C.	70	165.00
	Blue Quills	R. C.	60	165.00
	Peigan	R. C.	55	140.00
	Peigan	C. of E.	55	140.00
	Blood	C. of E.	75	140.00

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CHURCH-OWNED RESIDENTIAL SCHOOLS - FISCAL YEAR 1922-23.

Province	N a m e	Denomination	Pupilage (Mar.31/23)	P.C.Grant (Incl. Bonus)
Alberta & N.W.T.	Holy Angels	R. C.	40	$165.00
	Sturgeon Lake	R. C.	35	165.
	St. Bernard's	R. C	30	165.
	St. Bruno's	R. C.	80	165.00
	Wabasca	R. C.	25	165.00
	Wabasca	C. of E.	25	165.00
	Vermilion	R. C.	20	165.
	Whitefish Lake	C.of E.	13	165.
	Lesser Slave Lake	C.of E.	12	165.00
	Hay River	C.of E.	45	165.00
	Ft. Resolution	R. C.	60	165.00
	Ft. Providence	R. C.	65	165.00
British Columbia	Kitamaat	Meth.	30	165.00
	St. Mary's	R. C.	84	165.00
	Ahousaht	Pres.	30	140.00
	Pt. Simpson	Meth.	25	140.00
	Squamish	R. C.	50	140.00
	Cariboo (Indust.)	R. C.	80	170.00
	Christie (Indust.)	R. C.	60	170.00
	Lytton (Indust.)	C.of E.	100	195.00
Yukon	Carcross	C.of E.	35	240.00
	St. Paul's Hostel	C.of E.	30	240.00

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GOVERNMENT-OWNED RESIDENTIAL SCHOOLS - FISCAL YEAR 1922-23.

Province	N a m e	Denomination	Pupilage (Mar.31/23)	P.C.Grant (Incl.Bonus)
Ontario	Mt. Elgin (Indust.)	Meth.	125	$120.00
	Chapleau	C.of E.	100	140.00
	Ft. Frances	R. C.	70	140.00
Manitoba	Ft. Alexander	R. C.	76	140.00
	Sandy Bay	R. C.	60	140.00
	Mackay	C.of E.	80	140.00
	Portage	Pres.	90	140.00
	Cross Lake	R. C.	90	165.00
	Norway House	Meth.	100	165.00
	Brandon (Indust.)	Meth.	125	170.00
Saskatchewan	File Hills	Pres.	68	140.00
	Gordon's	C.of E.	80	140.00
	Lac la Ronge	C.of E.	100	165.00
	Qu'Appelle (Indust.)	R. C.	225	170.00
Alberta	Old Sun's	C.of E.	50	140.00
	Blood	R. C.	60	140.00
	Crowfoot	R. C.	75	140.00
British Columbia	Alert Bay Girls'	C.of E.	36	140.00
	Alert Bay (Indust.)	C.of E.	40	170.00
	Alberni	Pres.	80	140.00
	Bechelt	R. C.	80	140.00
	Coqualeetza (Indust.)	Meth.	140	170.00
	Fraser Lake (Indust.)	R. C.	150	170.00
	Kamloops (Indust.)	R. C.	65	170.00
	Kootenay (Indust.)	R. C.	80	170.00
	Kuper Island (Indust.)	R. C.	85	170.00

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CHURCH-OWNED RESIDENTIAL SCHOOLS - FISCAL YEAR 1922-23.

Province	N a m e	Denom-ination	Pupilage (Mar.31/23)	P.C.Grant (Incl. Bonus)
Ontario	Mohawk Institute (Indust.)	Undon.	120	$200.00
	Shingwauk Home	C. of E.	70	140.00
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	Fort William	R. C.	35	140.00
	Cecilia Jeffrey	Pres	70	165.00
	Kenora	R. C.	70	165.00
	Albany	R. C.	30	165.00
	Moose Fort	C. of E.	25	165.00
Manitoba	Pine Creek	R. C.	78	165.00
	Birtle	Pres.	75	165.00
Saskatch-ewan	Cowessess	R. C.	70	165.00
	Duck Lake	R. C.	110	165.00
	Muscowequan	R. C.	60	165.00
	Round Lake	Pres.	75	165.00
	Thunderchild	R. C.	90	165.00
	Onion Lake	R. C.	55	140.00
	Onion Lake	C. of E.	36	140.00
	Beauval	R. C.	65	165.00
Alberta	St. Albert	R. C.	100	165.00
N.W.T.	Ermineskins	R. C.	70	165.00
	Blue Quills	R. C.	60	165.00
	Peigan	R. C.	35	140.00
	Peigan	C. of E.	35	140.00
	Blood	C. of E.	75	140.00

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CHURCH-OWNED RESIDENTIAL SCHOOLS - FISCAL YEAR 1922-23.

Province	N a m e	Denom-ination	Pupilage (Mar.31/23)	P.C.Grant (Incl. Bonus)
Alberta & N.W.T.	Holy Angels	R. C.	40	$165.00
	Sturgeon Lake	R. C.	35	165.00
	St. Bernard's	R. C.	30	165.00
	St. Bruno's	R. C.	80	165.00
	Wabasca	R. C.	25	165.00
	Wabasca	C. of E.	25	165.00
	Vermilion	R. C.	20	165.00
	Whitefish Lake	C.of E.	13	165.00
	Lesser Slave Lake	C.of E.	12	165.00
	Hay River	C.of E.	45	165.00
	Ft. Resolution	R. C.	60	165.00
	Ft. Providence	R. C.	65	165.00
British Columbia	Kitamaat	Meth.	30	165.00
	St. Mary's	R. C.	84	165.00
	Ahousaht	Pres.	30	140.00
	Pt. Simpson	Meth.	25	140.00
	Squamish	R. C.	50	140.00
	Cariboo (Indust.)	R. C.	80	170.00
	Christie (Indust.)	R. C.	60	170.00
	Lytton (Indust.)	C.of E.	100	195.00
Yukon	Carcross	C.of E.	35	240.00
	St. Paul's Hostel	C.of E.	30	240.00

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GOVERNMENT-OWNED RESIDENTIAL SCHOOLS - FISCAL YEAR 1922-23.

Province	N a m e	Denomination	Pupilage (Mar.31/23)	P.C.Grant (Incl.Bonus)
Ontario	Mt. Elgin (Indust.)	Meth.	125	$120.00
	Chapleau	C.of E.	100	140.00
	Ft. Frances	R. C.	70	140.00
Manitoba	Ft. Alexander	R. C.	76	140.00
	Sandy Bay	R. C.	60	140.00
	Mackay	C.of E.	80	140.00
	Portage	Pres.	90	140.00
	Cross Lake	R. C.	90	165.00
	Norway House	Meth.	100	165.00
	Brandon (Induet.)	Meth.	125	170.00
Saskatchewan	File Hills	Pres.	68	140.00
	Gordon's	C.of E.	80	140.00
	Lac la Ronge	C.of E.	100	165.00
	Qu'Appelle (Induet.)	R. C.	225	170.00
Alberta	Old Sun's	C.of E.	50	140.00
	Blood	R. C.	60	140.00
	Crowfoot	R. C.	75	140.00
British Columbia	Alert Bay Girls'	C.of E.	36	140.00
	Alert Bay (Indust.)	C.of E.	40	170.00
	Alberni	Pres.	80	140.00
	Sechelt	R. C.	80	140.00
	Coqualeetza (Indust.)	Meth.	140	170.00
	Fraser Lake (Indust.)	R. C.	150	170.00
	Kamloops (Indust.)	R. C.	65	170.00
	Kootenay (Indust.)	R. C.	80	170.00
	Kuper Island (Indust.)	R. C.	85	170.00

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DEPARTMENT OF INDIAN AFFAIRS
CANADA

OFFICE OF THE
DEPUTY SUPERINTENDENT GENERAL
OTTAWA

Ottawa, March 26, 1923.

Dear Mr. Kearns:

I have your letter of the 22nd instant, requesting certain information regarding the Indian residential schools that are maintained or assisted by this Department.

You will find enclosed a list of government-owned schools, showing the religious denomination, the pupilage and per capita grant allowed. Church-owned schools are grouped under denominations and also show the pupilage and grant allowed. In explanation, I wish to state that the amount of per capita grant for boarding schools is determined on three bases: 1, ownership - government or church; 2, geographical situation - east, west and north; 3, type of building - well equipped and modern or otherwise. Two schools in the Yukon receive a higher grant than any others, because of the costs of food, clothing and other staple articles. Industrial schools each receive a per capita grant of $150, except in the province of Ontario, where they are classified in the same manner as boarding schools. In the industrial school class there are two exceptions to the general rule - the Mohawk Institute, in Ontario, and the Lytton Industrial School, in British Columbia, which are financed solely by this Department and without assistance from any missionary society or order. I am hopeful that these two institutions will be able to finance on per capita grants of $160 and $180, respectively, during the fiscal year 1923-24. The information contained in the attached list is for the fiscal year 1922-23.

From time to time, it is necessary to increase the pupilage at those residential schools where applications are numerous and when accommodation can be provided. The pupilage figures in each case are those that obtained at the close of the fiscal year 1922-23. Occasionally, when a school is accommodating its full quota of pupils, and the Department finds it necessary to admit orphan or destitute children, we allow supernumerary grant for them, until such time as vacancies occur among the regular grant-earning pupils.

Relative to the second paragraph of your letter, I have to state that the per capita grant is to enable the principal to meet current expenses: food, clothing and salaries are the major items in this connection. Equipment and equipment replacements, repairs to buildings, pupils' travelling expenses, medical and veterinary services and supplies, and postage are the chief expenses at residential

W. Kearns, Esq.,
Assistant Auditor General,
Ottawa, Ont.

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schools that are met by parliamentary appropriation, independent of the per capita grant. When funds are available, this Department meets expenses of every kind, with the possible exception of those incurred for food and clothing. The religious organization under whose auspices a school is operated may give grants to the principal, for salaries, to meet deficits and for any other purpose it sees fit. There are some government-owned schools where church missionary societies or orders make special grants amounting to thousands of dollars per annum, in an effort to permit the school to give the type of instruction and residential care upon which we insist, and to keep the institution in a solvent condition.

Encl.

Yours very truly,

Deputy Superintendent General.

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October 31, 1923.

Memorandum:

Mr. Scott.

I wish to draw to your attention that there are a number of church-owned Indian residential schools, where parliamentary appropriation has been used to make replacements and additions.

General repairs have been made at the Mohawk, Shingwauk, Poigan C. of E., Poigan R. C., Cariboo, Pine Creek, Round Lake and Caraross Indian Residential Schools.

Buildings have been erected at the Cecilia Jeffrey, Cowessess, Onion Lake C. of E., Ahousaht, Lytton, St. Mary's and Albany Institutions.

I should be pleased to learn if it is your wish that a lien against the church property be taken out in each case.

Supt. of Indian Education.

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Department of Indian Affairs.

ESTIMATES — 1921 - 22.

To provide a further amount for Indian Education...$100,000.00.

The above item represents a bonus at the rate of $20.00 per capita for the 5,000 pupils provided for in the Residential Indian Schools. This amount will increase the total estimate for Indian Education from $1,112,415.00 to $1,212,415.00.

A joint deputation representing the various religious denominations waited upon the Superintendent General a few days ago, and urged that this amount be granted as a bonus for the current year only. They are satisfied with the present per capita rate, which was increased by $10.00 in 1916 and by a further $10.00 in 1919. They state that while they have been able to conduct the schools on the government grants plus increased levies from their own funds, they have been unable to make good any repairs, carry out any improvements in their buildings, or to meet any incidental deficits from their current resources. Financial statements submitted to the Department show that during recent years the Churches have contributed approximately 35% of the cost of maintenance of these schools. It will thus be seen that the partnership existing between the Government and the Churches relieves the former of a large expenditure which would have to be met if a State system of Indian Education prevailed, and at the same time the State would lose the moral and civilizing influence of the Churches in its ultimate design of advancing the Indians towards full citizenship. The Churches confidently assert that if this bonus be granted for one year, they will be enabled during the following year to conduct the schools without any call upon the Government for maintenance beyond the authorized per capita grant.

It is interesting to compare the financial assistance given to our schools from Parliamentary Appropriations and like grants made to similar institutions in the United States from Appropriations by Congress.

In the United States the responsibility for Indian Education was some time ago assumed by the State. Previous to 1918 the per capita grant allowed by the United States Government for residential schools was $167.00. In 1918 this was increased to $200.00 for schools with a pupilage of one hundred or over, and $225.00 for schools with a pupilage below one hundred. During the fiscal year 1919-20 the average grant to Residential schools in Canada was approximately $137.00. During the year 1919-20 the average appropriation made by the United States Government for the education of Indian children in residential and day schools was $211.75 per capita, while in Canada for the same year the per capita appropriation was $141.37.

Superintendent General.

Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 4)
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The amount provided for grant to residential schools includes the sum of $100,000.00, which represents a bonus at the rate of $20.00 per capita for the 5,000 pupils provided for in the residential schools.

A joint deputation representing the various religious denominations waited upon the Superintendent General and urged that this amount be granted as a bonus for the current year only. They are satisfied with the present per capita rate, which was increased by $10.00 in 1916 and by a further $10.00 in 1919. They state that while they have been able to conduct the schools on the Government grants plus increased levies from their own funds, they have been unable to make good any repairs, carry out any improvements in their buildings, or to meet any incidental deficits from their current resources. The following statement shows, approximately, the amount of per capita grant paid by the Government and the amount contributed by the various churches under whose auspices the Indian schools were conducted during the years 1915 to 1920, inclusive.

	Government	Church
Methodist	$370,940.00	$106,840.54
Presbyterian	120,995.43	50,502.45
Roman Catholic	617,383.16	393,610.63
Anglican	331,110.00	223,140.00

It will thus be seen that the partnership existing between the Government and the Churches relieves the former of a large expenditure which would have to be met if a State system of Indian education prevailed, and, at the same time, the State would lose the moral and civilizing influence of the churches in its ultimate design of advancing the Indians towards full citizenship. The churches confidently assert that if this bonus be granted for one year, they will be enabled during the following year to conduct the schools without any call upon the Government for maintenance beyond the authorized per capita grant.

It is interesting to compare the financial assistance given to our schools from Parliamentary Appropriation and like grants made to similar institutions in the United States, from Appropriation made by Congress.

In the United States the responsibility for Indian education was some time ago assumed by the State. Previous to 1918 the per capita grant allowed by the United States Government for residential schools was $167.00. In 1918 this was increased to $200.00 for schools with a pupilage of one hundred or over, and $225.00 for schools with a pupilage of below one hundred. During the fiscal year 1919-20 the average appropriation made by the United States Government for the education of Indian children in residential and day schools was $211.73 per capita, while in Canada for the same year the per capita appropriation was $141.37.

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Dear Mr. Graham

I have given careful consideration to the matters contained in your letter of [illegible] with general reference to the instruction offered in Indian residential schools in the Prairie Provinces. I have noted your criticisms of the efforts made in these institutions to train our young men who have a knowledge of the care of stock and of farming methods, and that you believe many of the trained who are not qualified themselves in these matters.

I am aware that there is room for much improvement in the training the boys receive at residential schools, but it is only when you or one of our Inspectors make the school, and, if possible, the member of the staff that is responsible, the Department can remedy conditions. If Parliament would vote twice the present appropriation for current expenses of Indian residential schools we could engage our own principals and staffs and supervise their activity. The present arrangement with the churches permits of the conduct of our institutions at a minimum of expense to the country, and, in addition, allows the youth of our wards to grow up in a christian environment. And I must add that the missionary Societies who operate these schools have shown a pronounced willingness to co-operate with the Department in its effort to improve the instruction. If you and your officers can lay the blame for any inefficiency at the feet of a member or members of a school staff, the Church authorities, at our request, will arrange for efficiency or to the limit of their resources.

You have a interest in the scholastic instruction offered in our residential schools, and the need for practical reform. I must draw your attention to the fact that we have [illegible] Indian school [illegible] We have made [illegible] to obtain local conferences and gatherings held by the [illegible] Department of Education. There was [illegible] [illegible] better [illegible] and I look for [illegible] improvement in this connection in the near future. The Superintendent of Indian Education [illegible] but every few days [illegible] has given to a principal or other church authority relative to changes in the various [illegible]. Your remark that "the schools of late have had a free hand in regard to the matter of employing teachers and instructors" is not in accordance with the facts. Our supervision has become, in the last year or two, more strict than ever before.

H. M. Graham, Esq.,
Indian Commissioner,
Regina, Sask.

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If provincial school inspectors will report on inefficiency in the classroom, and the Department officers on those workers who are training our boys to be farmers, I am prepared to arrange with the proper church authorities for any necessary changes in personnel. We can continue these efforts until the Missionary Societies protest that high salaried instructors are beyond their means, then, if such action is warranted because we are not getting better results, the per capita grant may have to be increased.

Yours very truly,

Deputy Superintendent General.

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KODAK SAFETY FILM

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105-1-1.

Ottawa, May 5, 1923.

Dear Father Hetelle:

The Indian Commissioner at Regina has reported that the boys of the Thunderchilds Indian Boarding School receive no training in farming. I am surprised at this criticism, for it is understood that school authorities in the Prairie Provinces will engage instructors qualified to give the male pupils training in farming, gardening and the care of stock. Such instruction is highly important for boys at Indian residential schools, and I should be pleased if you would inform me what training has been given in past years and concerning the remedial measures you can undertake in the immediate future.

Yours very truly,

Deputy Superintendent General.

Rev. A. Hetelle, O.M.I.,
Principal,
Thunderchilds Indian Bdg. School,
Delmas, Sask.

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Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 4)
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1-1-12.

December 7, 1923.

Memorandum:

Mr. Scott.

We wish to recommend that authority be granted to add a certain quantity of bedding and towelling to the furnishings allowed new Indian residential schools. The allowing of this type of equipment has been in the past the exception rather than the rule; but it is considered that our recommendation is in harmony with the present policy of caring for the major portion of the expense of educating Indian children.

Departmental Architect.

Supt. of Indian Education.

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117657-1A.

DEPARTMENT OF INDIAN AFFAIRS
CANADA

OFFICE OF THE
DEPUTY SUPERINTENDENT GENERAL
OTTAWA

February 21, 1924.

Dear Mr. Kearns:

I have your letter of the 6th instant, with reference to the closing of the Dunbow (St. Joseph's) Indian Residential School during the fiscal year 1922-23. I have noted that you consider the financial wind-up of this school was not in strict accordance with the provisions of the Consolidated Revenue and Audit Act. I cannot agree that the funds and movable assets of a government owned Indian residential school which is managed, and has been managed for years, by church authorities are public moneys and property. The Church Missionary Society or Order supplements the per capita grant from year to year. Further, when the school management has made a futile effort to secure parliamentary appropriation for improvement to plant and equipment, church moneys are often used for the purpose. In other words, at a government owned Indian residential school, church authorities from time to time supplement parliamentary appropriation for both capital and current expenses.

I consider the bank account, crop, stock, food and clothing and all equipment belong to the State and the Church jointly. Inspector Murison, in the case of the Dunbow Indian Residential School, was directed to assist the church authorities in the closing so that our equity in movable assets would be safeguarded. Our officer was instructed to cooperate with the Rev. Principal and to see that all bills were paid. Any equipment of value to the other Indian residential schools managed by the same Order in the vicinity was distributed gratis. The remainder of the movable assets were sold and the school bills having been paid, the balance, $477.42, was deposited to Casual Revenue.

When Mr. Murison was paying the outstanding accounts, he telegraphed for permission to pay the arrears of salary. It developed later that these amounted to $5549.37. The Provincial of the Oblate Order at an earlier date had requested a total cash consideration of $16,559.95 for their equity in the property. In view of these facts I considered it advisable, before paying the arrears of salaries, to have Mr. Murison's audit and report before me. I therefore directed that the funds concerning which you have raised questions be deposited in a special account.

Yours very truly,

Deputy Superintendent General.

W. Kearns, Esq.,
Assistant Auditor General,
Ottawa, Ont.

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Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 4)
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1-1-12

April 11, 1924.

Memorandum:

Dr. Scott.

The attached letter from Mr. Commissioner Graham gives rise to certain general questions relative to the laundry and its equipment at Indian residential schools. The activity in the laundry serves a dual purpose - the washing for the institution is done and the older girls receive instruction.

In a modern institution of 100 pupils and staff, a sufficient number of labour-saving machines should be installed to permit the washing and sterilizing of the clothes to be done with enough despatch to eliminate the irksomeness attendant upon too many days' labour per week. I believe that power machines for washing, extracting and drying are desirable in the larger institutions. The washer should be fitted with steam connections, so that the clothes may be sterilized. A small steam boiler also is therefore required. This equipment is used for the regular bi-weekly washing of bed clothing, under clothing, shirts, dresses, aprons, etc.

The officer in charge of the laundry regularly gives the girls instruction in the steps to be taken with an ordinary domestic washing. An assortment of articles to be washed is put through by hand for instructional purposes. Further, the girls will receive other experience as in an institution there are certain articles that can best be done by hand and frequently there is clothing to be boiled and washed at short notice. There is plenty of opportunity for instructing the laundry girls in ironing as this is all done by hand.

For the work that is being undertaken by hand the laundry should be equipped with a receptacle for boiling small quantities of clothes, flat irons, a box stove for heating them, stationary tubs and two or three hand wringers. Large wooden receptacles for soiled clothes and tables for ironing and sorting complete the equipment.

Supt. of Indian Education.

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1923 R.

November 22, 1924.

Memorandum:

Miss Gorrell.

The names of the following Church Authorities should be placed on the mailing list for the Annual Report of this Department. Each should receive one copy of our report and one copy of the Auditor General's Report on Indian Affairs:

Rev. J. Guy, O.M.I.,
University of Ottawa,
Ottawa, Ont.

Rev. Canon S. Gould,
604 Jarvis St.,
Toronto, Ont.

Rev. J. H. Edmison,
434 Confederation Life Bldg.,
Toronto, Ont.

Rev. C. E. Manning,
Wesley Buildings,
Queen St. West,
Toronto, Ont.

Rev. T.B.R. Westgate,
The Bible House, Alexander Ave.,
Winnipeg, Man.

Rev. A. Barner,
1140 - 16th Ave. N. W.,
Calgary, Alta.

Very Rev. J. B. Beyn, O.M.I.,
822 Provencher Ave.,
St. Boniface, Man.

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Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 4)
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1-1-12.

January 24, 1925.

MEMO FOR FILE:

The following is a sample letter relative to the supplying of Cotton and Wool Sheeting to new Indian residential schools. In this case the institution has 100 children's beds, including those of the infirmary. At the present writing, the business is being given to the firms mentioned in the letter: -

Sir:

I have to inform you that the Department has placed an order with the Horn Brothers Woollen Co., Limited, of Lindsay, Ont., for 250 yards of their "Leader" wool sheeting, 72" wide (32 oz. per yd.) and an order with the Dominion Textile Company, 10 Victoria Sqr., Montreal, for 700 yards of their 8/4 S. 22 cotton sheeting, 72" wide. This wool and cotton sheeting, which is being supplied at prices of . . . and . . per yard, respectively, both prices f. o. b. . . . . will be shipped to you freight prepaid. When you receive the goods, you should compare them with the samples which are enclosed with this letter and, if satisfactory, certify to the accounts in duplicate from the firms who have been asked to direct them to you.

The wool sheeting should be cut up for bed covering and the cotton for sheets and pillow cases. The 72" width in each case will be sufficient for the length of the beds. The Department supplies this type of equipment when furnishing new Indian residential schools; but replacements must be made in future from school earnings.

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Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 4)
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March 31, 1925.

Memorandum:

Dr. Scott.

At different times, representations have been made to the Department that it would be advisable to increase the annual vacation at Indian residential schools to six weeks. Of late years, Mr. Inspector Cairns has urged a longer holiday and Rev. Father Guy, on behalf of R. C. principals, has made a similar request.

The reasons advanced are as follows: -

1. In extremely warm weather it is better for the health of the pupils if they are without classroom activity and without the restraint which is so irksome to the Indian child. (there is a general tendency to increase the duration of the summer vacation at educational institutions).

2. A certain number of the staff have to be on duty at Indian residential schools at all times. If the vacation of the pupils is limited to one month, some of the officers do not receive any more than two weeks' holiday.

3. One or two exceptions have been made and a holiday longer than 31 days is taken. Father Guy points out that some principals allow six weeks or more, without the permission of the Department, and have been doing it for many years.

I wish to recommend an annual vacation of 43 days instead of 31 days as formerly. This will be fully 6 weeks plus a Sunday at the end of the holiday. With your approval, I will draft a circular letter to the Church and Department workers interested. I propose to send a copy to two or three representative principals and to Commissioner Graham and Inspector Cairns, with the request that they make suggestions. Then a circular would be directed to all principals and agents, after having been approved by yourself.

Supt. of Indian Education.

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Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 4)
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150-37.

Ottawa, May 14, 1925.

To Church Authorities, Principals
and Department Representatives:

The Department has decided to allow pupils at Indian residential schools annual leave with grant for any period up to 43 days. Holidays may be taken consecutively, at the discretion of the principal, during the September quarter. Other dates may be fixed only when specifically approved by the Department. The practice of giving pupils leave from Indian residential schools at Christmas is considered unwise; and, in future, grant will not be allowed if holidays at this season are given without permission. At no school should week-end holidays be granted.

Requests for special or emergency leave for pupils, who are urgently needed at home, should be made to the Indian agent, who will give approval only when he considers such leave absolutely necessary and after he has the concurrence of the principal, who should understand that grant will be discontinued. Special leave in the case of any pupil should be reported to the Department by the Indian agent. If the medical officer advises that a pupil be sent home for a period because of illness, the Indian agent should be informed and the principal, when preparing the quarterly return, should not apply for grant for those days the pupil was out of school.

Orphans and children of destitute parents should not be allowed summer holidays, unless satisfactory arrangements can be made for their care when away from school. Principals should not allow annual leave to children who have had to be brought in under escort upon the expiration of summer vacations and may refuse holidays to those pupils who have truanted during the academic year. Extreme care should be exercised in the case of pupils whose homes are distant from the school. Unless special safeguards concerning their return can be taken, holidays should not be granted.

When the September quarter return is being prepared, the dates of the annual leave should be clearly indicated and grant for the full quarter may be requested for all pupils who have been away from the school no longer than 43 days.

Your obedient servant,

Russell T. Perrier,
Supt. of Indian Education.

Addressed to those listed
on the attached page.

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Indian Affairs. (MG 10, Volume 6001, File 1-1-1, part 4)
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160-1.

June 18, 1925.

Memorandum:

Dr. Scott.

Following the recent fire at the Edmonton Indian Residential School, Mr. Commissioner Graham recommends that the Department arrange for a patrol by a member of the staff, once or twice each night, at government-owned Indian residential schools.

I believe that most principals arrange for an inspection of furnaces, stoves, etc., quite late each evening of the winter months. There is, of course, during the cold weather an officer on the job quite early in the morning for the purpose of replenishing fires and heating the building for the day's activity. If you feel that there should be a patrol of all parts of our buildings during the night, I will prepare the necessary circular.

Supt. of Indian Education.

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Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 4)
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1-1-1.

June 19, 1925.

Memorandum:

Dr. Scott.

For the past six fiscal years, the Department of Indian Affairs has paid bonus at a flat rate of $150 each to Indian day school teachers. This practice was confirmed by Orders in Council dated 11th November, 1922 (P.C.2341) and 21st June, 1924 (P.C. 1036).

Order in Council dated 6th May, 1925 (P.C. 1/712) provided new ranges of compensation with a view to the discontinuance of the cost of living bonus.

I wish to recommend that the authority of His Excellency in Council be secured (1) for a flat increase of $150 in the salaries of Indian day school teachers as from April first, 1925; (2) for a transfer at the end of the present fiscal year from Miscellaneous Vote No. 492 (which provides, subject to the approval of the Treasury Board, for salaries, reclassification, revision, promotions and increases) to Vote No. 274 (Indian Education) of the funds necessary to pay such increase.

Supt. of Indian Education.

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91883

MEMO FOR FILE:

RE: Payments on the Per Capita Grant Basis.

P. C. 2810, dated 22nd October, 1892, was authority for changing the manner of financing Indian residential schools. This authority of His Excellency was secured with a view to more economical management, "when the whole cost of an institution is directly borne by the Government, the same economy by those in immediate charge is not used as would be employed under other conditions." It was considered that "the best way to effect the desired decrease (in expenditure) would be to place the schools under a per capita grant system similar to that" in operation at government established schools, which had been given to church authorities to manage.

This Order in Council reads in part as follows: "The Minister therefore recommends that the following be applied to the industrial schools in operation in the Northwest Territories and to such other similar institutions as may hereafter be established as soon as, in the opinion of the Indian Department, such institutions are in proper running order, at rates to be fixed upon as being fair and just. . . . . payment to be made only for children authorized by the Commissioner to be admitted and in accordance with the scale now governing payments to schools under the per capita system, which may be altered from time to time to suit circumstances. This Order in Council also contained clauses which had to do with the agreement to be entered into by the churches and it mentioned the per capita grant rate in the case of four specific schools.

On May 25, 1897, the Auditor General asked for a list of schools showing the amount of per capita grant to each, the authority for paying per capita grant and a statement concerning what expenses the per capita grant was to meet. On the 12th of June of that year, the Department forwarded a statement in answer to this letter from the Auditor General and mentioned that the authority in the case of all residential schools, other than the four specifically mentioned in the Order in Council, was "Parliamentary Grant." Two days later, the Auditor General asked to be informed what was meant by "Parliamentary Grant" as he did not find that these amounts had been voted to the different schools. He also pointed out that the Order in Council indicated $140 as the per capita grant to the Battleford institution and that it was now being paid at the rate of $145.

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In connection with this last letter from the Auditor General, Duncan C. Scott prepared a memorandum for the file, which reads in part as follows: "The principle of such payment was fixed by the details of the General Estimates for Indian Schools. The separate items do not appear in the Supply Act. The authority to pay per capita grants to schools established after the date of the Order in Council was granted by the Order in Council (here quote). The division of expenses is made as strictly as possible upon the terms of the Order in Council."

The departmental reply to the Auditor General was dated June 26th and the words of Mr. Scott's memo were used. The quotation, however, omitted that portion of the Order in Council which reads as follows: " . . . . . in accordance with the scale now governing payments to schools under the per capita system which may be altered from time to time to suit circumstances." I believe that, if these words had been included in the departmental letter, the Auditor General would not have replied on the 30th of July that it was necessary to have an Order in Council fixing the amount of the per capita grant to be paid to each school.

Mr. Scott then directed a memorandum to the Secretary, which reads in part as follows: "The wisdom of passing an Order in Council fixing these grants is doubtful and I do not see upon what ground the Auditor requires it. I suppose he has made the demand because he knows that in the case of the larger industrial schools we have obtained an Order in Council: but this Order was passed, not to fix the grants solely, but to place the schools upon a new footing - the per capita system - and it was thought advisable to make the change as authoritative as possible at the beginning. That order (22nd October, 1892) lays down the principles upon which these schools are conducted and provides that other schools may come under its terms. . . . . These per capita grants belong to such . . . . . and distinct class of expenditure that, at first thought, it might be said that the demand for an Order in Council is reasonable; but it is just as unreasonable as it would be to demand the authority of His Excellency for any or all of our fixed charges. The allowances to schools are no more permanent. In the end, the Auditor may ask for full details of our Estimates, a matter with which he has nothing whatever to do."

Official letter of August 17, 1897, to the Auditor General states in part: "It is difficult to see why a payment of this kind should be fixed by Order in Council and I should be glad to know your reasons for thinking it necessary." The Auditor General replied on the 26th of August that Council, having fixed the rates in four cases and authorized these rates, has established a precedent which must be followed in authorizing the grants payable to other schools. The Department's reply, on the following day, was "that it is not possible for this Department to agree with your interpretation of Order in Council of 22nd October, 1892."

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The Department's position at that time was that the O. C. established the principle of paying such per capita grants and it was therefore considered a sufficient warrant for the continuance and extension of the system. Following the Department's letter of the 27th of August, that it could not agree with the Auditor General's interpretation, the matter appears to have been dropped.

I consider that this memo is not complete without reference to correspondence which commenced with a letter from the Auditor General dated March 22nd, 1923. The Department was asked for a list of the residential schools, indicating the grant, pupilage, religious denomination, ownership, and was requested to send advice concerning any changes that might be made in the future. Mr. Learns also requested a statement showing what expenses were properly payable by the Government in addition to the per capita grant. I cannot overlook the possibility that the old question of the Department's authority to fix per capita grants was in the background at this time. I prepared a lengthy letter which was to go with the list requested and, as is usual when details of arrangements and agreements are given, the writing is not nearly as satisfactory as if general terms only are used. There are a thousand and one types of expenditure in connection with an Indian residential school and, no matter how careful one compiles a list of the expenses that should be met by the State, there are bound to be omissions and subsequent questions by the Audit Office. The more detail in definition the more limited is the application. The Deputy Minister, other officers of the Department and myself were at a loss to know how to reply. On December 28th of the same year, Mr. Learns asked for a reply to his earlier letter, and, on February 11th, 1924, a list of Indian residential schools showing ownership, religious denomination, pupilage and per capita grant as on April first, 1924, was submitted. Mr. Learns was informed that it is necessary to increase the pupilage at certain Indian residential schools from time to time. It might have been advisable to have added that adjustments in the per capita grant rate also were inevitable. The correspondence ended here, as the Auditor General did not insist on the information which the Department seemed reluctant to offer. Of course, our position was that some of his questions had reference to policy and administration and were outside the jurisdiction of any department but our own.

No authority, other than that of the Superintendent General, has been secured for the establishing of residential schools, for the fixing of the grant to be paid in each case, for the determination of the pupilage to be allowed, or for an adjustment of the amount of the grant from time to time.

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The grant in the case of a few schools has been increased when it was found necessary, and, when considered advisable, the Department has decreased the per capita grant in the case of a few schools. At the beginning of the fiscal year 1924-25, a flat $20 increase was made in the per capita grant payments, when the bonus of this amount - paid for the fiscal years 1921-22 to 1923-24 - was incorporated in the regular per capita grant. For the fiscal years 1919-20 and 1920-21, the per capita grant bonus was at the rate of $10. The Department is making an upward revision and a new classification of the residential schools at the present time.

An increase which averages $10 per child is being made in the case of some schools as from April first, 1926, and in the case of others, a year later. It is proposed to make a final adjustment at a later date, so that there will be some measure of relief to the financial situation in which the churches find their Indian educational work.

Russell T. Fortier.
Supt. of Indian Education.

Ottawa, March 10, 1927.

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HEAD OFFICE:
MONTREAL CANADA
POST OFFICE BOX 3150
CABLE ADDRESS DOMWORKS

1-1-1

BRANCH OF
TORONTO
WINNIPEG MAN
VANCOUVER, B.C.

DOMINION ENGINEERING
Company Limited

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MINING AND CRUSHING MACHINERY ROLLING MILL AND WIRE MILL MACHINERY
RUBBER AND LINOLEUM MACHINERY GEARS COUPLINGS AND TRANSMISSION MACHINERY
HYDRAULIC PRESSES · ELECTRIC STEAM GENERATORS · DIESEL ENGINES CONSTRUCTION MACHINERY

REFERENCE NO

MONTREAL CANADA April 2nd, 1936.

Superintendent Dept. of Indian Affairs,
OTTAWA, Ont.

Dear Sir:-

Have you any publications in respect to the Indians living on the north shore of the St. Lawrence River, east of the Saguenay River.

If you have any such publication, I would appreciate receiving a copy. The aspect that I am particularly interested in is in regard to the facilities for education amongst the Indians.

Yours sincerely,

Hugh Ironside

ASSISTANT MANAGER.

HC:AT

PLEASE ADDRESS ALL COMMUNICATIONS TO THE COMPANY

Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 4)
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PUBLIC ARCHIVES
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1-1-1.

Ottawa, April 6, 1936.

Dear Sir:

Replying to your letter of the 2nd instant, I regret the Department has no publications, other than the Annual Report, respecting the Indians living on the north shore of the St. Lawrence River, east of the Saguenay River.

This Department conducts a day school at Bersimis, for the education of Indian children of the reserve at that place. Besides, we provide a tuition grant for a number of Indian children attending the white schools at Escoumains and Moisie River, these being the only educational facilities provided for the Indians in the locality referred to by you.

Yours truly,

J. D. Sutherland,
Acting Supt. of Indian Education.

The Assistant Manager,
Dominion Engineering Company, Ltd.,
P. O. Box 3150,
Montreal, Que.

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Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 4)
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HEAD OFFICE
MONTREAL, CANADA
POST OFFICE BOX 3150
ABLE ADDRESS DOMWORKS

DOMINION ENGINEERING
Company Limited

PAPER MAKING MACHINERY - HYDRA[illegible] TURBINES - MISCELLANEOUS
MINING AND CRUSHING MACHINERY - ROLLING MILL AND WIRE MILL MACHINERY
RUBBER AND ASBESTOS MACHINERY - GEARS - COMPRESSED AIR AND GAS MACHINERY
HYDRAULIC TURBINES - ELECTRIC STEAM GENERATORS - DIESEL ENGINES - CONSTRUCTION MACHINERY

REFERENCE NO

MONTREAL, CANADA April 15th, 1936.

Department of Indian Affairs,
OTTAWA, Ont.

Attention: Mr. J.D. Sutherland, Acting Superintendent of Indian Education.

Dear Sir,- Your File #1-1-1.

I have received your letter of April 6th. and have also received a copy of the Annual Report of the Department of Indian Affairs.

Please accept my thanks for your courtesy in this connection.

Yours very truly,

Hugh Crombie

HC:PJ.

PLEASE ADDRESS ALL COMMUNICATIONS TO THE COMPANY

Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 4)
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April 18, 1936.

Memorandum:

Dr. McGILL,-

The following statement will show, by provinces, the increased pupilage provided at the Residential Schools as between the fiscal year 1932-33 and the current fiscal year, 1936-37:-

	Pupilage		Increase
	1932-33	1936-37	
Nova Scotia -	160	160	-
Quebec -	-	35	35
Ontario	1,408	1,550	142
Manitoba	950	955	5
Saskatchewan	1,585	1,625	40
Alberta	1,705	1,825	120
North West Territories -	215	235	20
British Columbia	1,879	2,020	141
Yukon	70	70	-
Total:	7,972	8,475	503

There is one school less, as the MacKay Indian Residential School, The Pas, for which a grant for 80 pupils was provided for 1932-33, has since been burned and has not been replaced.

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Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 4)
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May 1st, 1936.

Dear Sir/Madam,

We enclose a copy of an Interim Report on Vocabulary Selection prepared by the Committee established by a recent Conference on the Teaching of English as a foreign language, and a reprint of Part IV of the Report.

The report, as explained in the Introductory Statement, is intended to invite comment, gather information and provoke criticism, with a view to promotion of further studies in the subject.

You are invited to vote on the words in the reprint and to annotate the full Report (especially Part V) as freely as you can, or to obtain such criticisms from any colleague or person otherwise known to you who is competent in your opinion, to co-operate. The name and address should be entered on both the Report and the reprint of Part IV which should then be returned to:

F. Clarke, Esq..
The Institute of Education,
Southampton Row,
London, W.C.1, England.

or

The Committee on Modern Languages,
515 West 116th Street,
New York City, U.S.A.

We shall be glad to receive the Report and the reprint, or either of them, with the expression of your views indicated thereon. We shall also be glad to receive from you the names and addresses of other persons known to you who would, in your opinion, be interested in the Report and competent to co-operate. We may be able to supply additional copies for the use of such persons.

We hope that we may feel assured of your co-operation.

Sincerely yours,

F. CLARKE

ARTHUR HAMLEY

ROBERT HERBDON FIFE

On behalf of the Conference.

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(18944)

University of London Institute of Education

Institute of Education.
Southampton Row.
London. W C 1

TELEPHONE
HOLBORN 9144 5

May 1st, 1936.

Dear Sir,

Acting on behalf of the Conference which is responsible for the preparation of the enclosed Report on Vocabulary Selection in the Teaching of English, the Institute of Education has assumed the general duty of distributing copies of the report to those who may be interested and ready to submit criticisms and comments such as are invited. The report has been prepared and issued in order to provide the initial material for a widespread co-operative survey of the problems of teaching English as a foreign language, particularly to non-European peoples. Its purpose and the mode in which it may be used and criticized are sufficiently indicated both in the introduction and in the general covering letter which accompanies it.

The purpose of this letter is to ask for the honour of your friendly interest and assistance in securing study and criticism of the report by those whose duties and experience are such as to render valuable any comments they may wish to offer. We are assuming that it may be possible for more than one such person to use one copy of the report. But if you would like additional copies of the report sent to you in order to ensure prompt consideration by those who are competent to deal with the subject, we will do our best to send the additional number that you require with due regard to our limited supply and claims from other areas.

The Institute of Education is deeply interested in this attempt at co-operative study of a widespread and complex problem of teaching. It is not concerned to press any particular technique of solution, but is interested only in gathering records of experience and opinion over the widest possible range. Material thus collected will be of great value in facilitating further study of the many issues of principle and of practical technique which are involved.

It is desired that comments and criticisms dealing with the report may be sent to the undersigned at the Institute of Education, Southampton Row, London, W.C.1.

I am,
Yours faithfully,
F. CLARKE,
Head of Oversea Division, Institute of Education.

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(For Annual Report
1935-36)

E D U C A T I O N

During the year, 79 residential schools, 270 day schools and 10 combined white and Indian schools were in operation - a total of 359 centres for Indian educational activity. The total enrolment was 18,033 and the average attendance, 13,849. The percentage of attendance was 76.79.

Ten years ago, there was a total of 341 Indian schools, with a total enrolment of 14,782 and an average attendance of 71.69%. Higher salaries and grants have attracted better qualified teachers and instructors. Further, Indian communities have evinced more interest in their children's welfare. The following table will show the increase in enrolment and attendance:-

	Residential Schools		Day Schools		Total		
Fiscal Year	Enrolment	Average Attendance	Enrolment	Average Attendance	Enrolment	Average attendance	Percentage of Attendance
1925-26 -	6,327	5,658	8,455	4,940	14,782	10,598	71.69
1926-27 -	6,641	5,881	8,069	4,660	14,710	10,541	71.66
1927-28 -	6,795	6,043	8,223	4,823	15,018	10,866	72.35
1928-29 -	7,075	6,282	8,272	4,976	15,347	11,258	73.35
1929-30 -	7,302	6,476	8,441	5,103	15,743	11,579	73.55
1930-31 -	7,831	6,917	8,584	5,314	16,415	12,231	74.51
1931-32 -	8,213	7,400	8,950	5,707	17,163	13,107	76.36
1932-33 -	8,466	7,613	8,960	5,874	17,425	13,487	77.40
1933-34 -	8,696	7,760	8,852	5,592	17,448	13,352	76.52
1934-35 -	8,709	7,882	8,851	5,560	17,560	13,442	76.54
1935-36 -	8,906	8,061	9,127	5,788	18,033	13,849	76.79

In ten years, the enrolment has increased approximately 22 per cent. and, not only are more children attending, but they are attending more regularly. This has had an interesting effect on the academic standing of pupils. In 1925-26, 1091 Indian children were studying in Grade 6 and higher. Last year, 2,096 were in the higher grades.

This is gratifying, but there is much yet to be desired as far as day school attendance is concerned. Every

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energy is being bent to make instruction at these schools attractive. Better qualified teachers, more interesting texts and teachers' aids, more playground and outdoor activities and better correlation with the Indian home environment are the aims. The Department of Indian Affairs and the Churches interested are making special efforts to give better vocational training to pupils at Indian residential schools. It is the aim to make graduates of these institutions self-supporting members of their respective communities. Instructors have been asked to correlate classroom exercises with vocational training and home interests. To this end, more and better equipment for these schools is being provided as funds for the purpose permit. The residential school activity was particularly encouraging. All these schools had an enrolment of pupils to full capacity Indian parents are anxious to place their children in the schools of this class.

Several of the churches are actively engaged in the management of Indian day and residential schools. This cooperation of the Church in the case of residential schools is as follows:-

Roman Catholic	-	44	residential schools
Church of England	-	20	" "
United Church	-	13	" "
Presbyterian Church	-	2	" "
T o t a l	-	79	" "

The health of Indian children, particularly in residential schools, has been the subject for considerable thought and activity. A special effort is made in the matter of physical education and fairly comprehensive medical and dental supervision and treatment are provided. The Department is cooperating with the Canadian Junior Red Cross, with a view to better health for Indian children.

All the Indian schools are inspected frequently by department officials. In addition, public and separate school inspectors visit all classrooms, except in the provinces of New Brunswick and British Columbia, where there are special Indian school inspectors. More thorough inspection has resulted in a higher standard of instruction. Classroom activity in Indian schools is now comparable to the work in white schools of the same localities.

Indian schools follow the provincial curricula but place special emphasis on language, reading, domestic science, manual training and agriculture. In the junior grades, there is a departure from the provincial courses, which were found not altogether suitable in either scope or content for Indian children.

During the year, two modern, fireproof residential

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school buildings were erected - the Shingwauk Residential School at Sault Ste. Marie, Ont., and the Qu'Appelle Residential School at Lebret, Sask. The former building provides accommodation for 160 pupils and the latter, for 260. Seven day school buildings were erected, four of which provide living accommodation for the teacher. Funds to erect these buildings were provided under the Public Works Construction Act. School buildings and equipment were maintained in a good state of repair, as the funds provided for the purpose would permit.

Approximately 200 graduates of Indian schools, who showed academic promise, received grants for the purpose of continuing their studies at high schools, universities and business colleges. The policy is to make grants to the most promising, physically fit graduates of our own schools. If church and department representatives consider a graduate worthy, a grant is allowed when the bona fide intention of the pupil is evident and provided proper supervision can be secured for the period of advanced study. These tuition grants are continued only when satisfactory reports are received. Last year, besides those taking advanced work, there were approximately 180 Indian children attending white schools and orphanages. All these are in addition to the enrolment at Indian schools as shown in the tabular statements in Part 2 of this report. The expenditure from Parliamentary Appropriation on behalf of these special students amounted to $26,800.00 during the year.

The practice of assisting selected ex-pupils of residential schools to start farming and housekeeping has been continued. The expenditure for this purpose amounted to approximately $4,000.00.

The Department recognises the cooperation and services given by the Principals and staffs of the residential schools and the teachers in the Indian day schools in the education of the Indian youth of Canada.

The expenditure for Indian Education for the fiscal year ended March 31st, 1936, amounting to $1,936,744.17, is analyzed in the following table. In addition to this amount, there was expended for educational purposes, from a special appropriation for British Columbia Indians, the sum of $10,911.40. This last amount was used for technical training for British Columbia Indian schools and in assisting promising graduates to continue their studies.

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EDUCATION

It may be of interest to briefly sketch Indian educational activities. All the early efforts with Indian children were wholly missionary in character - for nearly 200 years the work was carried on without financial assistance from the Governments. There is record of Recollet Fathers' schools for Indian children in New France as early as 1616; the Jesuits were active early in the 18th century: and settlers in the British colonies established little centres of Christianity at this period. These intermittent and only partly successful efforts were continued under British domination - prominence being given to instruction in religion. Even the education of white children received very little attention - in fact the first school in Upper Canada (1784) was for the Mohawk Indians who had settled on the shores of the Bay of Quinte and the first church to be erected in the province (1785) was for the Six Nations Indians of the Grand River Reserve, near Brantford.

Prior to Confederation, day schools were successfully conducted at Lorette, St. Regis, and Pierreville in Lower Canada. At Caughnawaga, educational work was made nearly impossible by local difficulties. However, there were interesting experiments at Chateauguay and Christieville, where Indian boys from Caughnawaga were taken into residence and given a training in the classroom and on the farm. All these school activities received grants from Lower Canada. The Seminary of St. Sulpice, at Oka, maintained a farm school, at which Indian boys were enrolled.

In Upper Canada, the Society for the propagation of the Gospel in Foreign Parts organized the earliest Indian school on the Tyendinaga Reserve (Bay of Quinte). The New England Company, an evangelical organization chartered in 1661 in the reign of Charles II, the Wesleyan Methodist Missionary Society and the Jesuits interested themselves in Indian educational work early in the 19th century. Approximately forty day schools were established in Upper Canada prior to Confederation, but there is record of only two of them receiving grants from the Governments of the day. Special institutions for the education of Indians were established at this time: the Mohawk Institute by the New England Company; the Alderville and Mount Elgin Boarding Schools by the Wesleyan Methodist Missionary Society, and the Wikwemikong Boarding School by the Jesuits. In addition, there was a community training centre established by the Governor of Upper Canada at Manitowaning, on Manitoulin island. This enterprise was for the education of both young and old; but, as it did not appeal to the Indian temperament, it was abandoned in 1856, after twenty years of effort.

It should be recorded that in 1848 certain Indian bands in Upper Canada agreed to set apart for the purposes of education one-quarter if the amount received in commutation of their annual distribution of ammunition. This Indian school fund was used largely for the maintenance of the Alderville and Mount Elgin Boarding Schools, payments being made on a per capita grant basis - so much per child per year. Right at the outset of governmental association with Indian educational activity, we find two of the outstanding characteristics of the present system - church

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co-operation in the work and per capita grant payments to residential schools.

Prior to Confederation there was practically no organization of Indian schools in other parts of Canada. Missionaries interested in the education of Indian children were opportunists - classes being conducted whenever and wherever the activity gave promise of even a little success. The New England Company experimented with foster homes for Indian children in New Brunswick even before it applied its energy and funds to the work among the Six Nations. A Church of England chaplain to the Hudson's Bay Company conducted a boarding school for Indian children on the Red river as early as 1822. A Roman Catholic priest tried an agricultural school for young Indians at Baie St. Paul, now St. Eustache, Man., in 1833. There is record of day schools in various parts of the West, all conducted by Roman Catholic, Church of England and Methodist missionaries. In British Columbia the New England Company began work early in the 19th century from which developed the present Lytton Indian Residential School.

At Confederation Indian schools were supported for the most part by missionary societies, religious orders and the Indian bands - little financial assistance being given by the legislatures. Low salaries were paid and the attendance was irregular and, as a consequence, the schools were not effective. When the British North America Act placed the responsibility for the Indians of Canada with the federal Government, reports from Indian schools were forwarded to the Department of the Secretary of State, a branch of which was made the administrative office for Indian Affairs. In 1867 one residential school, the Mount Elgin Institute, with an enrolment of 82, and forty-nine day schools with a total of 1,664 pupils - all in Ontario and Quebec - were recognized by the Indian office. There were several Indian schools, entirely missionary in character, that did not make returns to the Government. The two most important of these were the Mohawk Institute at Brantford, supported by the New England Company, and the Roman Catholic boarding school at Wikwemikong.

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New Indian Residential Schools Completed

Ottawa, Canada.- Marked progress has been made in Canada in recent years in the extension and improvement of facilities for the education and vocational training of the Dominion's Indian population. New schools buildings, modern in every respect, are replacing old structures and better qualified teachers and instructors are being attracted to the Indian schools. There are 79 residential schools, 260 day schools, and 10 combined Indian and white schools in operation under the supervision of Honourable T.A. Crerar, Superintendent General of Indian Affairs and Minister of the Interior. Eighteen thousand Indian children in Canada are enrolled in the schools and of this number 8,900 are in residential schools.

Two of the most recent additions to the residential school system are those erected at Sault Ste. Marie, Ontario, and Lebret, Saskatchewan. These, like other schools under the Department of Indian Affairs, are operated in co-operation with the various church authorities engaged in Indian work, a method of carrying on the education of Canada's Indian youth which has worked out most satisfactorily.

The Shingwauk Indian Residential School at Sault Ste. Marie is conducted by the Church of England in Canada. The new building was opened on October 3, 1935, under the principalship of the Reverend C.F. Hives. It replaces that built in 1875 and is one of the finest in Canada. The school has accommodation for 150 pupils and staff and is steam-heated and fireproof throughout. The new building is of steel construction, with re-inforced concrete floors, tile partitions, steel stairs, and fireproof connecting doors. The outside walls are faced with brick and trimmed with stone. The main building is H-shaped, the centre portion being 80 feet long and the end wings 64 feet by 32 feet. The centre portion contains accommodation in the basement for dining rooms for the pupils and staff, boys and girls recreation

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rooms, toilets, baths, wash rooms, shower baths, etc. There is a wing at the rear approximately 70 feet by 50 feet which contains the kitchen, store rooms, boiler room, laundry, and cold storage. On the ground floor are located the class rooms, sewing room, and staff living quarters, together with a spacious assembly hall. The first and second floors contain the dormitories, clothing stores, staff bed rooms, and a well planned infirmary for the boys and girls.

The Lebret Indian Residential school in the Qu'Appelle valley of Saskatchewan was officially opened on May 29, 1936, and is being conducted under Roman Catholic Church auspices. This school replaces that destroyed by fire in November, 1932, and provides accommodation for 250 pupils and the necessary staff. The building is of re-inforced concrete construction throughout. It has a frontage of 246 feet, with a rear extension of 115 feet deep. In the basement of the main portion of the building are located pupil and staff dining rooms, boys and girls recreation rooms, toilets, baths, shower baths, etc. The rear wing contains the kitchen, scullery, cold storage room, laundry, and boiler room. It is worthy of mention that the basement of all Indian residential schools is practically a ground floor as the level of the basement floor is only 12 inches below grade, thus providing a maximum amount of light and ventilation. On the ground floor are located the class rooms, sewing room, staff bed rooms, offices, and a large chapel. There is also a large room for the accommodation of Indian parents when visiting their children. The first floor contains principally the dormitories, the Sisters living quarters, and infirmaries for the boys and girls. The second floor is entirely devoted to dormitories and a few staff bed rooms for supervision. The building is heated by steam and the water supply and sewage disposal systems were also installed by the Department.

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1-1-1

403 Huron St.,
Toronto, July 18, 1937

Dept of Indian Affairs,
Dominion Govt.,
Ottawa, Canada.

Dear Sir,

Being anxious to obtain information regarding our Indian Schools I would respectfully ask you to send to above address any pamphlets and reports re their no., organization, equipment, costs, curriculum, management, progress etc

I would esteem this as a very great favour.

Very truly,

M. A. Acres Sec., B.F.

Report Sent
22/7/37
K.M.

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POOR
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July 25/36

Mr STEWART: The minister said that in the interests of efficiency an additional employee had been taken on. May I ask what are his duties and when he was taken on?

Mr. CRERAR: The addition to the staff at the observatory is a young lady who was loaned in the first place from the statistical branch of the Department of Trade and Commerce. She has been at the observatory for a considerable time and is now being permanently transferred from the statistics branch to the observatory. I understand that she is highly efficient

Item agreed to.

Dominion astrophysical observatory
Expenses connected with the dominion astrophysical observatory at Victoria, B.C., $20,000.

Mr. PLUNKETT: Will the minister tell the committee who succeeded Doctor Plaskett at Victoria observatory and also explain the decrease in this vote? I understood the minister to say a moment ago that we had the second largest telescope in the world at Victoria, and one would think that this might necessitate a larger personnel

Mr. CRERAR: Doctor Harper succeeded Doctor Plaskett. He was Doctor Plaskett's assistant at the observatory

Mr PLUNKETT: What is the reason for the decrease in this vote?

Mr CRERAR: As my hon. friend will have observed the decrease is not very large, being $1,203. It is due to the fact that the new employees who have been taken on the staff have come in at the minimum salaries.

Item agreed to

Indians -
To provide for expenses connected with the administration of Indian Affairs, including salaries, supplies, relief, medical attendance, hospitalization, dwellings, agricultural activities, surveys, roads, bridges, irrigation, dyking, education, etc., and a grant of $100,000 approved by parliament in session of 1926-27, $4,241,100.

Mr. BENNETT: It is desirable that the minister should make as complete a statement as he can with respect to this whole Indian problem. I confess that during the last few years I have become considerably interested in it, and if the minister will take it up in detail and give us some idea of the present situation I think that would be appreciated by the committee.

Mr. CRERAR: I confess that my knowledge of the whole Indian problem in Canada is not as intimate as I could wish, but I might say in a general way that the Indian

population in Canada to-day is about 112,000, and is increasing. The fact that it is increasing makes the Indian problem deserving of the attention of public authorities with a view to studying the best methods for bringing education to the Indians, making them self-supporting, and generally improving their situation. Undoubtedly a very large number of Indians are on relief at the moment. I am speaking from memory, but I think I am correct when I say that about one-third of the Indian population of Canada has been on relief for the last two or three years. The rather superficial study that I have been able to give to Indian problems since I took charge of the department has inclined me to the view that the administration is rather expensive; that it costs a considerable amount of money and probably might be improved in some respects. I hope to study this problem before I come again to submit estimates to the committee, if it is my good fortune to do so

There are further problems in connection with education. In this connection we sometimes run into a rather delicate situation. It is sometimes found that two or three denominations are carrying on their good work in one community, and this occasionally creates a problem. There is as well the question of hospitalization. If we are to discharge our obligations to the Indians in this connection, this matter will stand a very considerable amount of study. There is the problem of bringing the Indians to a better understanding of the methods of the white man and his way of living. At times I do not think we have acted wisely in this respect. In western Canada and in some parts of Ontario there are Indians who are making substantial progress towards becoming self-supporting. This is being achieved mainly through agriculture, but in the more remote parts of the country trapping and fishing, the traditional occupations of the Indian, are practically his only means of support. Our Indians are scattered from Halifax to Vancouver and from the international boundary to the Arctic circle and one realizes the magnitude of the problem when this vast area is considered. I do not know that there is much more that I can add to this statement

Mr. MacNEIL: Has the minister investigated the complaints I forwarded him in connection with the Indians around Duncan, on Vancouver Island? It is claimed that their habitations have not been repaired for many years, and some of these are definitely in an unsanitary condition. It is stated also that they are being fined for fishing within their own reserve.

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Hon. T. A. CRERAR (Minister of the Interior): The increase is due to the fact that one additional member has been taken on the staff, and also some new equipment is required in the seismographical work. During the past year considerable damage was caused to the seismographical instruments.

Sir GEORGE PERLEY: By the earthquake?

Mr. BENNETT: I guess it was about the time of the election.

Mr. CRERAR: Yes, I think it was due to the election.

Mr. HEAPS: Can the minister state what work is performed in the observatory in Ottawa?

Mr. CRERAR: I freely confess that this work, which is of a highly scientific nature, is a little beyond the range of my knowledge or experience. I may say however that the work has to do with measurements as to the positions of stars, and the relation of those measurements to measurement of time. Communications by radio are maintained with other observatories, and as a result we are able to have very accurate time. For instance, in Ottawa we have six hundred electrical clocks, three of which are in this chamber. It is important to have the correct time, otherwise the hon. member for North Winnipeg might lose some time in one of the speeches he makes to the house. Then, the observatory studies sun spots and their effect on climatic conditions and plant life. Recent theories of the physicists indicate that sun spots have a material bearing on mundane matters, and we in Canada wish to make our contribution to the study of these problems. Then, the seismographical branch does an important work; when earthquakes take place we are able to do our share towards ascertaining where they may be. Then, there is the abstruse problem of getting an accurate method of measuring gravity. What particular relation this has to the ordinary affairs of the country I am unable to say, but I believe it is of considerable importance.

Mr. MacNICOL: I could see the minister's lips moving all right, and I noticed that hon. members sitting around him were apparently enjoying what he was saying, but we could not hear a word of it over here. He likely gave a fair explanation of what this expenditure is for, but surely to goodness hon. members are entitled to hear what the minister has to say, and for my part I did not hear a word of it.

Mr. CRERAR: I am really very sorry if my hon. friend did not hear me.

Mr. MacNICOL: Well, it is no fault of my ears.

Mr. CRERAR: I am quite willing to take all the blame for the inability of my hon. friend to hear me, but if he will read Hansard to-morrow he will get a general idea of the work that is carried on in the observatory. I might remind hon. gentlemen that the observatory has been established for over thirty years

Mr. HEAPS: The minister has shown a profound knowledge of all that is going on at the observatory. Although I noticed that at times he referred to his notes, still in spite of that he evidently knew something about gravity and the Einstein theory as well, and I observed how particular he was about stargazing. I suppose he was looking at his political stars more than at anything else.

Sir GEORGE PERLEY: Are the telescope and other mechanical devices at the observatory up to date as compared with the way in which similar work is done in other countries? I should like to know whether our observatory is able to perform the functions it ought to in assisting in general observations throughout the world.

Mr. CRERAR: I am informed that the equipment at the observatory at Ottawa is reasonably adequate for the work it is doing. As my hon. friend probably knows, in the Victoria observatory we have the second largest telescope in the world, although that will not be the case when the new telescope is presently installed at Mount Wilson observatory.

Sir GEORGE PERLEY: Does that mean that the work of this observatory is not as effective as it used to be and that it is giving place to the one at Victoria?

Mr. CRERAR: No

Mr. SPENCE: Will the minister give us a detailed statement of how this money is going to be spent, how many employees there are, and so on? How many men are hanging around doing nothing?

Mr. CRERAR: I can assure the hon. gentleman that there are none hanging around doing nothing. There are seventeen of the staff of the observatory at Ottawa paid out of this vote.

Mr. SPENCE: I do not know what they can be working at.

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Mr. CRERAR: I have not had an opportunity to look closely into the matters which the hon. gentleman has brought to my notice However I assure him that they are not being overlooked

Mr MacNEIL: I think the minister for his evident intention to look thoroughly into this matter

Mr MacNICOL: Mr Chairman, I was very glad to hear the minister say that he is going to look carefully into the whole question of the administration of the Department of Indian Affairs. On checking over the public accounts for 1935 I notice that there is a great variation in the cost of different services rendered to the Indians. I assume that the item for hospitalization refers only to Indians There seems to be a considerable variation in the salaries paid to the doctors on the different reserves, as well as a difference in the salaries of teachers and other officials I notice also that in every case there is a considerable amount of supplies. Upon looking over these items I can see a good deal in the old saying: Lo, the poor Indian According to the 1935 figures, we spent approximately $4,000,000 on the Indians. According to the present estimates before the house—and I assume the same ratio would apply in 1935—the Indians are receiving about $250,000 in grants while salaries amount to a little over $800,000. There seems to be a great field here for the well known ability of the minister to bring about a real reform in the management of this department. I shall be very glad to support any recommendation he desires to make in an effort to see that the Indians get more of what is voted while the general cost is equalized

Mr. CRERAR: I appreciate the reference the hon. member for Davenport has made to my ability and I shall certainly endeavour to exercise it in the administration of this department. I think I am correct in saying that twenty-five years ago the cost of administration in Nova Scotia—I do not take this province for any particular reason, but mention it merely because the figures happen to stick in my memory—was around $10,000 or $12,000 a year. To-day it is almost ten times that amount. Hon. members will note that this general vote covers salaries, supplies, relief—I have stated already that approximately one-third of the Indians have been on relief for the last two or three years—medical attendance, hospitalization, dwellings, agricultural activities, surveys, roads, bridges, irrigation, dyking, and education. I am informed that forty-five per cent of the total vote is used for educational purposes. I think there is some room for improvement and I hope to be able to indicate this to the committee should it be my good fortune to be dealing with these estimates next year

Mr. HEAPS: The minister has not told the committee the number of Indians who come under this item.

Mr. CRERAR: A little earlier I stated that the total number of Indians in Canada was approximately 112,000

Mr. HEAPS: Would all the 112,000 come within the purview of the government?

Mr. CRERAR: Yes.

Mr. HEAPS: Is the number increasing or decreasing?

Mr. CRERAR: It is increasing. Practically the whole 112,000, I am informed, are under the care of the government.

Mr. BENNETT: The fact that the Indian population is increasing is in itself prima facie evidence that the Indians are being well looked after. Prior to a few years ago the Indian agents were not always medical men, nor are they yet; but an effort was made during the last regime to provide that if possible they should have some medical training. The result is, I believe, that this is the first time a report has ben made to the house of an increase in the Indian population. My memory is that it was shrinking a few years ago; but during the last few years an effort has ben made, whenever vacancies have occurred, to appoint as Indian agent, if possible, a medical man. As a result the children have been better cared for; tuberculosis has been brought under control; disease has diminished, and the habits of life of the Indians have improved.

I cannot speak of the Indians in the maritime provinces. The report I received with respect to them on one occasion was rather alarming, and a special effort was made to have some specific relief afforded them. They were in a rather bad way. In Quebec, apart from the large bands, there are small bands scattered over many sections of the province, and in Ontario, apart from the large reserves, there are numbers of bands of Indians. When we get into western Canada we find that usually they have excellent reserves. At Macleod the Bloods have a very fine reserve from which they receive substantial revenues. The Blackfoot Indians have sold large quantities of their land, sometimes by public auction and sometimes not, and considerable sums of

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money have gone into their endowment fund. They have been greatly improved in their status during the last few years, for they have been fairly well to do. The Stony Indians, west of Calgary, are in a bad way. They are hunters and fishermen and during the last few years have suffered acutely. A good deal of money has been expended in improving facilities at Morley, and perhaps they are better off than they were a while ago. So far as British Columbia is concerned, reports from that province indicate that many of the Indians are in a pretty bad way, and a special effort was made to look after many of them.

I have been astounded at the enormous sums of money we have had to spend to accomplish the results. The year before last the situation was very acute, and when you realize that $4,000,000 has been spent on about 112,000 Indians, who themselves possess adequate resources in the way of reserves, I can only say that the closest supervision ought to be exercised over administration. I believe in many cases they get rations, and they have treaty money distributed to them under the terms of surender they made to their interests in lands and the taking up of reserves. They have a certain sum in the way of treaty money, and then they have the interest on their own funds. I understand that they utilize their own funds for the construction of buildings.

One of the most difficult problems is that connected with education; I believe it is the outstanding problem in that regard. My memory is that the cost per head in connection with these institutions is what absorbs a very substantial part of this appropriation. That is a matter which perhaps can be carefully considered during the recess, but there are grave and delicate difficulties, as the hon. gentleman has said, by reason of the possibility of differences arising with respect to the religious denominations that should look after particular bands of Indians.

In the far north, most distressing tales came down two years ago of the condition of the Indians, and I hope that during this very hard winter they have not experienced the hardship they did that year; for in the western provinces, where the cold has been intense, the condition of the Indians in the last few weeks has been very trying. I think the relief measures afforded them have been as nearly adequate as possible.

Canada, I believe, has discharged its obligations to its wards about as well as has any country in the world, but during the last ten years there has been a decided increase in expenditures. The Indians have been receiving medical attention and care which they never had before, and with the rations they have received they have been in a much better position, very much better as a matter of fact, than have many other sections of our population. I realize the minister's difficulty, and it is only fair to say that he is not responsible for expenditures that have occurred during the last fiscal year; he is responsible only for the sums he is asking for and for the work that will be done during the next fiscal year under existing conditions. But what is the $100,000 for?

Mr. CRERAR: That, I am informed, is a special vote given British Columbia under some legislation passed in 1926-27.

Mr. BENNETT: I was trying to ascertain what it was for; I did not know whether it was for the extinguishment of rights in Kitsilano or not. Perhaps the minister recalls that.

Mr. CRERAR: I am informed that it is in lieu of treaty money. Treaty money is not paid to Indians in British Columbia and this $100,000 is in lieu thereof. I might say, to augment what my right hon. friend has said, that this winter has proved a rather severe one with the Indians, and expenditures for supplies in the way of rations, clothing and feed for stock have been higher than they have been in the past few years. That of course is unavoidable considering weather conditions that have prevailed in western Canada for several months.

In reply to the hon. member for North Winnipeg I might give the details of this vote. The administration cost is $622,000, a very slight reduction from last year. That includes administrative services and Indian agents throughout the country. Education is of course the big item—this year $1,691,000

Mr. BAKER: Does the minister think we are getting results for that amount of money?

Mr. CRERAR: Frankly, I am not in a position to pass fair judgment on that question, but I may say that that is a reduction of $280,000 from the previous year. It was with some regret that I asked for this reduction. The representations made to me by those having to do with the education of the Indians were all to the effect that the vote should be increased and not decreased, but at any rate that is what it is for the present year. The medical services absorb

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$861,500 Then aids to Indians in various ways, implements of production, all the aids to get the Indians established—and we have not succeeded—

Mr. BENNETT: Continue their establishment, I should say.

Mr. CRERAR: —in our efforts yet—accounts for $931,000. That includes houses and repairs to houses and all that sort of thing. Then there is a small vote for irrigation and roads and surveys amounting to $31,000. That, roughly, is the break-up of the item of $1,241,100

Mr. HEAPS: How many children are being educated in the Indian schools?

Mr CRERAR: I am informed that there are about 16,000 Indian youngsters receiving education at the present time in one form or another

Mr. McCANN: Is there any attempt on behalf of the department to carry the education beyond the primary schools?

Mr. CRERAR: I am informed there is an effort, in this way, that an additional grant of $25,000 is given for the benefit of those Indian pupils who show exceptional capacity

Mr. TAYLOR (Nanaimo): Is any attempt being made to train Indian girls as nurses in the hospitals in order that they may look after the sick of their own people?

Mr. CRERAR: That is being done. I am not at the moment prepared to give the number, but several Indian girls have qualified as trained nurses and are being used, mostly in the Indian hospitals.

Mr. HEAPS: I do not know whether the amount of $1,691,000 is too high or too low for educational facilities for Indian boys and girls, but it seems to me that the government is spending over $100 per annum for the education of each Indian child. That works out at considerably more than is being spent on education in the ordinary schools of the country. I think in our ordinary public schools this works out at about $50 or $60 per year. Can the minister explain why there is that great difference between the cost of educating a child in the ordinary city or town or village as compared with that of the Indian who is being educated in somewhat different surroundings?

Mr. CRERAR: Yes. The explanation is very simple. By far the greater number of Indian schools are residential schools. These youngsters come in from the reservations They live in the school; they are fed and housed and educated there. Of course that type of education is much more expensive than that which obtains in, for instance, a city school.

Mr. PERLEY (Qu'Appelle): Can the minister give us a little information with respect to medical attention, more particularly as to any special work that is being done? How many doctors, for instance, are employed in this work in Saskatchewan, and what progress are they making with respect to stamping out tuberculosis, prevalent among the Indians?

Mr. CRERAR: I shall have to give the information later to the hon. member as to the number of doctors employed in the Indian service in Saskatchewan

Mr PERLEY (Qu'Appelle): I mean, in special work

Mr. CRERAR: I could not say as to that. I may be able to get that information. On the other question raised by the hon. member as to tuberculosis, that is a real problem so far as the Indian population is concerned. Already I have had some correspondence with one or two of the provinces that are making efforts to stamp out tuberculosis among the white population in order to see whether the work they are doing cannot be related to the Indian population as well. That is a problem which must be studied. I recall that in one of the schools in an Alberta reserve we have no facility for segregating children who have tuberculosis in the incipient stages; at any rate the segregation of those children from the others is done in a very haphazard fashion. At the moment that problem is engaging my attention.

Mr. DONNELLY: What percentage of the schedule of medical fees is paid for surgical operations, or is the full schedule paid?

Mr. CRERAR: Where special surgical work has to be done the fee paid to the doctor performing the operation is based upon what the workmen's compensation boards in various provinces allow for similar operations, or in some cases the fees are taxed by the department of health. I think I can assure the hon. member that the department is doing everything it reasonably can to protect the public interest in that regard. That was one of the matters I went into very early in my experience in the department.

Mr. TAYLOR (Nanaimo): Has it been found possible to police the reserves with Indians rather than white policemen?

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Mr. CRERAR: I am informed that the policing of some of the reserves in some of the minor work is being done in certain cases by Indians. That is a question which requires some study and, of course, some care. On the general principle of the matter I should say that to as great a degree as possible the Indians should be made self-supporting in the matter of policing, as in everything else.

Mr. WOOD: Are the band funds or the endowment funds included in that appropriation of four millions odd?

Mr. CRERAR: This is an appropriation by parliament for the maintenance of this work in all its varied aspects for the coming year, and it does not include expenditures from the band funds.

Mr. SENN: Are all the funds for educational purposes voted by parliament, or do some of the funds come from funds of the bands that are held in trust by the government?

Mr CRERAR: I understand none of the band funds is used anywhere for educational purposes Sometimes the increment of these funds is used for building houses and for improvements on the reserves, but not for education.

Mr WALSH: Are there any special classes on the reservation such as are established under our regular school system for retarded children, or any vocational schools or technical classes or anything of a specialized nature?

Mr. CRERAR: I understand that many of the schools teach some handicrafts, but I do not know of any special classes for, shall I say, Indian children of low intelligence. There are none of those schools.

Mr. WALSH: Are all the teachers engaged by the government qualified teachers?

Mr. CRERAR: I am informed that the teachers are practically all qualified teachers. There may be one or two who have been teaching for many years who are not qualified, but they are practically all qualified teachers.

Mr. WALSH: If there are any unqualified teachers does the minister not think, in view of the condition that prevails in the teaching profession at present, this is an opportune time to replace them by certified teachers?

Mr. CRERAR: There are a few missionary teachers who have devoted practically all their lives to welfare work among the Indians, and they are continuing in the spheres in which they have lived and carried on their work. The others, as I have intimated, are qualified teachers.

Mr. WALSH: What is the average salary paid to teachers engaged by the government for this work?

Mr. CRERAR: I do not think I could give the average. That would involve a mathematical computation which at the moment I am not in a position to have made. These salaries range from $800 up to $1,000 per annum and perhaps in a few cases beyond that.

Mr SENN: I wish to draw to the attention of the minister what I consider to be rather an injustice on a certain reservation in Ontario. A number of Indian children are attending the secondary school, and the cost of their instruction in those schools is paid, I understand, on an attendance basis. In the same reservation are two or three clergymen who have children who are desirous of attending high school. But unfortunately the high school is in another county; the band is not willing to pay for their tuition; the Indian department up to the present has not been willing to do so, and because that particular locality does not pay any taxes to the county it is not willing to pay for their tuition. The result is that the children are unable to attend high school, as the father who is a missionary is unable to pay. I think I brought the matter to the attention of the department once before, without any result. I would ask the minister to give it his serious consideration, because a hardship is being worked on the children of missionaries who are endeavouring to carry on in that reservation.

Mr. CRERAR: This is the first intimation I have had of the problem to which my hon. friend refers. I shall be very glad to get the facts of the matter and, if there is any injustice, see whether it cannot be corrected. I understand the hon. member is referring to children of the missionaries?

Mr SENN: The children of white missionaries. They are not receiving any tuition simply because the band funds are not available, the government grant is not available and the county in which they reside is not willing to pay for their tuition.

Mr. CRERAR: May I ask how many children are involved?

Mr SENN: Only two that I have knowledge of. There are two missionaries in that

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reservation. The matter was brought to my attention some two or three years ago. I cannot say now just how many children there might be, two or three anyway.

Mr. CRERAR: I shall be glad to have my officials look into that matter and give me a report on it

Mr. GREEN: What is the approximate number of whites engaged in this work with the Indians, and what are the types of work?

Mr. CRERAR: I presume the hon. member means in the total administration in Canada?

Mr. GREEN: Yes.

Mr. CRERAR: Between 900 and 1,000 regular employees, I am informed. That includes teachers.

Mr. GREEN: And the types of work they do?

Mr. CRERAR: They vary. Some are doctors, some nurses, some school teachers, some farm instructors, some Indian agents supervising the reserve they have charge of, and I daresay there are several other categories if I could think of them.

Mr. BROOKS: Is there any system of compulsory education for Indian children? I notice that a good many Indian families wander about the country during the school year and the children do not seem to be at school.

Mr. CRERAR: My deputy informs me that the Indian Act provides for a measure of compulsion in regard to the education of Indian children, to what extent I regret I am not at the moment able to say. But the fact that the Indian population in Canada is roughly 112,000, and that more than 16,000 Indian children are attending school, is, I think, a pretty fair indication that their educational needs are not suffering badly.

Mr. McNIVEN (Regina): Is any sum provided in this vote for the new Indian school at Lebret and the new Indian hospital at Fort Qu'Appelle? Could the minister also tell us the cost of the new school at Lebret and also of the Indian hospital at Fort Qu'Appelle, for both the erection of the buildings and the furnishings? Further, I should like to know what accommodation there is at the new Indian school at Lebret and at the hospital at Fort Qu'Appelle

Mr. CRERAR: I am informed that the school cost approximately $200,000 and the hospital building approximately $100,000. In addition to that sum a further amount will be required for the hospital to equip it with beds and blankets and the sort of things that are required in a hospital.

Mr. McNIVEN (Regina): What accommodation is there for pupils in new Indian schools at Lebret, Saskatchewan?

Mr. CRERAR: Accommodation for 250 children.

Mr. McNIVEN (Regina): How many are there now?

Mr. CRERAR: The new school is not opened yet.

Mr. WOOD: I was not expecting that this vote would be considered to-night. I am sorry I have not before me the information I should have liked to present concerning the Six Nations Indians who happen to reside in the constituency I have the honour to represent. Of the 112,000 Indians in Canada 5,000 live in the reserve adjacent to the city of Brantford, and in the constituency of Brant. In my view they should not be classed with the average Indian of the dominion, when we learn that about thirty-three per cent of the Indians are on relief. From a conversation I had recently with the superintendent at Brantford I learned that of the 5,000 Indians in the Six Nations reserve only eighty-one are on relief. That would seem to indicate that they are capable in the discharge of their duties and are able to take care of themselves. For those reasons they have advanced more than many others of the aborigines of the dominion.

I believe that until about three years ago they administered their own educational system, but for some reason or another that privilege was taken away from them. I have not been able to ascertain the reason. The department gave the excuse that they had appropriated the whole of the education of Indians on reserves, and that because of that they must take away from the Indians the administration of their schools. In passing may I observe that the Indians built their own schools from their own band funds, and prior to that time had contributed about half of the cost of their own education. They enjoy a reasonable amount of autonomy due to the fact that they elect their own council, and it seems to me it was most unfortunate that the Indians were deprived of a degree of autonomy which, by virtue of their advance, we had the right to encourage them to go further; we ought to give them more autonomy and more control over their affairs, in so far as they are able to manage them.

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In that way we shall make good citizens of them.

In the few moments I shall speak—and I shall not take too long—may I state that the Indians in the Six Nations reserve are in a somewhat different position from that of the average of the aborigines of Canada, because they compare very favourably with our United Empire Loyalists. An agreement was made between Captain Joseph Brant and the British government whereby he would extend his loyalty towards the British at the time of the American revolution. The loyalists were granted certain concessions if they would remain true to the British crown. They came to Canada and were granted a piece of land extending six miles on either side of the Grand river, from its mouth to its source. They did not need all that land and for that reason they sold a portion of it. The money was set aside and was held in trust in Canada as a trust fund for the maintenance of the Indians. This was a good business proposition, and I believe we have every reason to commend the Indians for their astuteness in having a bank account. I only wish the government had as good a bank account as have those Indians, because if that were so we would be in a much better position than we are in to-day. The matter upon which I am speaking has been a perennial subject. I believe my predecessor, Mr. Smoke, described conditions possibly better than I am in a position to do, because I know he has made a study of the subject. At the present time I am going through eighty-six pages of legal phraseology. So far I have gone only about half way through, but it has been my endeavour to learn the history of the Six Nations Indians.

Mr. BENNETT: Read Mr. Smoke's speech and you will get the story.

Mr. WOOD: Yes, and I commend Mr. Smoke for his approach to the subject. Unfortunately I have not been able to get all the facts in the short time I have had at my disposal, but to the best of my ability I have endeavoured to do so in my own way. For that reason I shall not go into detail, because I do not wish to misplace the ancient characters, or to put them in a wrong light.

It seems, however, that about one hundred years ago a scheme known as the Grand river navigation project was devised. It was incorporated in 1832. Trustees were empowered to enter upon the crown lands, or the lands belonging to the Six Nations Indians, after making compensation. The funds belonging to these Indians were at that time held by trustees. In 1832 the Hon. J. H. Dunn, then Receiver General of Upper Canada, had charge of the public moneys of the then province. He was an active exponent of the policy of canal construction, and held the office of president of the Welland Canal Company. The Grand River Navigation Company acted more or less as a subsidiary and was to supply the water to the Welland canal. By virtue of that arrangement the two companies worked together.

Mr. Dunn filled the further position of trustee of the Six Nations Indians. He appears to have taken a most active part in their money affairs. On April 3, 1834, an order in council was passed stating the Indians desired that their moneys invested in British funds should be transferred to Canada to be invested in provincial debentures or other government securities. I shall not go into details as to the ramifications of the charters or supplementary letters patent, in view of the various changes in the financial structure, but briefly I would state that they did get a promise from Sir John Colborne, the then Lieutenant Governor of Upper Canada, to assist them in an endeavour to form a company to permit trade in western Ontario via the Grand river. He was successful in getting sufficient interest among men who had money to invest to organize the company.

As time went on the Buffalo and Goderich line was built, which was another change that took place in the transportation system, thus impairing the possibilities of the Grand River Navigation Company. The competition of the railway would largely impair the possibilities of the canal. These men found that they were going to be left in a precarious position. For some reason, of which at the present time I am not aware, they wished to withdraw their obligations and pledge to Sir John Colborne and, to make a long story short, those who were responsible substituted the Indian funds to purchase stock, and put those funds into a precarious investment.

The association of the Receiver General with the Grand River Navigation Company placed the government in a rather unfortunate position, for it meant that they were investing funds which they held in trust for the Indians in a company in which some of them were personally interested. You will see, Mr. Chairman, that the security of the funds of the Six Nations Indians was thus jeopardized, and the Indians in consequence feel that they have been more or less exploited through this scheme of organizing a joint stock company and investing it in their funds which were held in trust for them by the government of the day. Whether the powers of a trust company had been defined at that time or not, it is

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not lawful, as I understand the matter, for a trustee to invest in a joint stock company funds committed to his care

It might be said that all this happened one hundred years ago and that we have no obligation to-day. While there may not be a legal obligation—and I cannot speak as to that—undoubtedly there is a moral obligation, and that moral obligation was incurred through the filching from the coffers of the Indians of this $160,000 of trust funds which belonged to the Six Nations. I do not say that this was done with dishonest intent; it might have been done with the intention of serving a good purpose, but the unfortunate point is that the money was held in trust for the Indians and the government had no right to invest it in a joint stock company

Mr. CRERAR: When did that happen, may I ask?

Mr. WOOD: It happened somewhere around 1834, and thirteen instalment payments on the stock were called for down to August, 1841. About £25,000 had been paid from the Indian funds through disposing of British consols in which the Indians' funds were invested at that particular time. All the interest on these British consols which should have been paid to the Indians each year was absorbed in paying up these instalments on the stock as fast as the instalments were called for The payment from the Indian funds began in 1834. I might just quote from the order in council of January 16, 1840:

> The council beg to state, for the information of Your Excellency, that the investment of the money of the Six Nations Indians, in the stock of the Grand River Navigation Company, took place by authority of Sr John Colborne, upon the recommendation of the trustees of the Six Nations.

And he was president of the Grand River Navigation Company. I leave the house to deduce the motive. The order in council continues.

> Their Excellencies Sir Francis Head and Sir George Arthur alike objected to the investment, but before the assumption of the government by Sir Francis Head the chief part of the money had been already invested, liable to forfeiture, in case the further stock should not be paid in

These Indians are advanced. They are conscious of the unfairness of misappropriating their funds, and I think they are quite within their rights in their demand. I live within two miles of these Indians; I know their habits and the progress they have made. They have advanced, and many of them can take their places among the citizens of this dominion in the various professions and other walks of life. Many of their young women are qualified school teachers, and many of their young boys and girls are attending secondary and high schools in the community. I am speaking only of the Six Nations Indians because those are the ones I know, and I would urge upon the Department of Indian Affairs the granting to the Indians of more autonomy in keeping with the progress they have made

I think a great mistake was made when control of their schools was taken away from them. This was a discouragement to them. I do not know what the purpose was, but it happened somewhere around 1932. I know it is nauseating to the Indians who are interested in their own welfare to have some school teacher hired from the outside come in and teach their children when they have young lady teachers of their own quite capable of performing those duties. What the motive was I do not know, but to me it savours of a little bit of politics. There may have been some good friends who wanted certain things done.

Let me mention the case of a young Indian just north of Brantford who asked for his enfranchisement. He had received a very good education and then became enfranchised, and by virtue of his enfranchisement he was upon assuming Canadian citizenship to all intents and purposes a white man. He was a good Conservative, and he was appointed to an Indian school. He had a splendid son, a brilliant chap, who I believe has won his B.A degree, and the son was engaged last summer to take one of the other schools. I believe it would be wise for us to give back to the Indians the right to administer their own schools. They do not take kindly to our administration of them. They are honest, industrious citizens, interested in their own welfare, and they do not take kindly to the government selecting people, just because they happen to be of a certain political complexion, to come in and teach in their schools, particularly when they have young people of their own who are qualified to teach in those schools.

In conclusion, I would ask the Department of Indian Affairs to give serious consideration to this claim of the Six Nations Indians to the sum of $160,000 of their funds that was taken away from them by the action of the Receiver General, in a breach of trust. I believe the Indians will be very glad to receive the interest upon that sum and to assume greater obligations providing they are granted more autonomy and are given a more important voice in the administration of their own affairs.

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Mr. CRERAR: I am afraid that the claim of the Six Nations Indians, a claim that originated over a hundred years ago, to $160,000, with accumulated interest, is one that the government could not entertain. I do not know the merits or demerits of the claim that the hon. member for Brant has put forward. Since this question originated 102 years ago or thereabouts, the federal government as we know it to-day cannot be responsible for the matter. If my memory of history is correct, this happened during the time when Upper Canada was still being governed as a crown colony. The hon. member spoke to me some little time ago about this question, but I have not had an opportunity of going into it. I am afraid I cannot hold out any hope that we will meet a claim, which originated over 100 years ago for $160,000 with interest to date. I am afraid that a serious consideration of such a proposal would send my colleague, the Minister of Finance (Mr. Dunning) to the hospital.

There are some 6 000 Indians in the reserve to which my hon. friend refers. From information I have been able to obtain, I understand they have done remarkably well. There is a question whether the Indian Act, which after all is the act under which matters pertaining to the Indian population of Canada are administered, comes into conflict with the suggestion he makes. At the moment I cannot pass any critical judgment on his request. My information is that the majority of the teachers in the schools on the Brant reserve are of Indian origin. My hon. friend shakes his head. Perhaps my information is incorrect, but I understand that at any rate a number of the teachers have been trained from Indians who have been pupils in the years immediately past. It is desirable as a general rule that the Indians should be made as independent as possible of outside assistance. No one would have greater pleasure than I if the Indians throughout Canada could attain a position whereby they would be not only self-supporting but able to look after such matters as education and other things as their white brothers do.

Mr. CLARK (York-Sunbury): I am very much interested in these Indian reserves and I was pleased to hear the minister so sympathetic toward and so willing to investigate the Indian problem. I have known many Indians for many years and at times I have been ashamed of their treatment by the Indian agents. More attention should be given to the employment of these agents. Only those who have a certain sympathy for the Indian, who would not have a disposition to exploit them, who would desire to help them, should be employed in this capacity. I recall having employed an Indian guide who was a fine type of man, but I found out that his relatives were being treated very unfairly by the Indian agent.

Mr. SENN: I listened with considerable interest to what the hon. member for Brant (Mr. Wood) had to say about the funds which were investigated in the Grand River Navigation Company. A part of this reservation is in my own riding and I know the Indians feel very strongly on the matter. I do not intend to carry this matter any further as the minister has given his answer. I was also interested in the allegation of the hon. member that political interference was present in the appointment of teachers on the reservations. I have had many interviews with the Indians about this very matter. Prior to the change which took place in 1932, as described by the hon. gentleman, there was considerable jealousy and quarrelling among the Indians as to who should teach in their schools. At that time the appointment was made by the Indian council and it often became a matter of politics within the reservation. From time to time the personnel of the council would change, and teachers were changed to suit the opinions of those newly elected. I believe this was one of the reasons why the change was made to the Indian department appointing the teachers.

Mr. WERMENLINGER: What amount in this item will be used for the construction of dwellings? Will this cover repairs to dwellings and the construction of new buildings? What amount is to be spent in the village of Caughnawaga for this purpose? This village is just across from Verdun on the main highway to the United States by way of Malone and I think it is important that it should present a good appearance. I should like to know what amount is to be spent.

Mr. CRERAR: I have not the amount for Caughnawaga. The total amount for dwellings is $19,350, but the hon. member will bear in mind that that covers the whole vote.

Mr. BENNETT: The whole of Canada.

Mr. CRERAR: The whole of Canada. I am not at the moment in a position to say what portion of the vote will be applied to Caughnawaga.

Mr. BENNETT: That would be exclusive of band funds.

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Mr. CRERAR: That is exclusive of band funds.

Mr. WERMENLINGER: Would that be for new dwellings?

Mr. POTTIER: How many Indians are there in Nova Scotia?

Mr. CRERAR: Approximately 2,000.

Mr. DUPUIS: The hon. member for Verdun spoke of the reserve at Caughnawaga.

Mr. LAPOINTE (Quebec East): The hon. member is no longer there.

Mr. DUPUIS: No; I was disfranchised by the previous administration and forced to move eastward. Nevertheless I take an interest in Caughnawaga and I notice that the leader of the opposition has still a weakness for it. I daresay he recalls his last visit there. In that reserve, which is one of the largest in Quebec, the Indians have a territory of approximately 11,000 acres of good farm land which is practically without cultivation except by white people who rent the farms. Very often we have requests from these white people, who are on the reserve with the permission of the Department of Indian Affairs, to investigate complaints they make to the effect that they are not being well treated. In some instances these white men are barely tolerated on the reserve, and not being able to get work they are on relief. They have not the means of supporting themselves and they are in a peculiar position. Though they live on the reserve, the Department of Indian Affairs is not obliged to make provision for them, and the provincial government, under the relief laws, is not bound to support them. They are therefore left without support.

It is a matter of importance for the department to come to the rescue of these white men in view of the fact that the department itself allows them to live there. A considerable quantity of land there has been abandoned, and I suggest to the government that it would be wise to look into the situation and see whether it would not be better to allow these Indians to sell this very important piece of land, either by auction or otherwise. It is important inasmuch as it is near so large a centre as Montreal, and the Indians are not inclined to cultivate it. They are rather inclined to specialize in hazardous work, such as employment in connection with the Dominion Bridge Company or other steel works. This is their only occupation and if the Department of Indian Affairs were allowed to sell this large area the amount derived from its sale could be used for the benefit of the Indians themselves and would assist the department in the administration of the reserve.

I make this suggestion to the department in good faith, hoping that they will take action. As the hon. member for Brant stated, the Indians of Caughnawaga generally speaking are likely to attain the same level as the so-called civilized white man, and I think if they were given more freedom, if they could inspire the government with a little more confidence and were allowed to sell their land on certain conditions, within a few years this large area of good land could be disposed of, one farm after another, so that the people in the surrounding district might use it for farming purposes.

Mr. BENNETT: How many Indians are there?

Mr. DUPUIS: Around 3,800.

Mr. CRERAR: Less than that; a little under 3,000.

Mr. DUPUIS: As matters stand now, it would cost the Department of Indians Affairs a considerable sum to take care of these Indians properly from the point of view of education and hygiene. For the most part the village is built on rock, so that the construction of sewers and a water system would cost a great deal; the department would have to spend too much. For this reason, indicated by the officials of the department when I investigated the matter, the inhabitants are unable to follow the rules of hygiene, and the doctors themselves say that in Caughnawaga some of the diseases that are prevalent on the reserve are undermining the health of the population. I believe the population of this particular reserve is diminishing, owing to the fact that at present the department is unable to give the Indians the legitimate attention they should receive.

If the government would accept this suggestion and allow the Indians to sell their farms, retaining the proceeds at their disposal, the majority of the Indians would follow the ordinary pursuits of life, while those who preferred to retain their status could be more easily taken care of.

Another aspect of the question which interests me is hospitalization. If it is as it was when I was member for Laprairie-Napierville, they have an old building as their hospital which is far too small for the needs of the reserve. If the department were to spend the amount required for that purpose the cost would be considerable, because I think it would have to erect a new building. I

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do not want to embarrass the minister. I make this suggestion only with the hope that the department will study the necessity of applying this policy. But may I know from the minister how much money has been voted this year for Caughnawaga, and especially how much is going to be applied for the hospital and for education?

Mr. CRERAR: So far as disposing of a part of the reserve for farming purposes to white men, as the hon. member suggested, is concerned, it is necessary in all cases to get the approval of the band to the surrender of any of their property. I am not entirely familiar with conditions surrounding such a surrender in Quebec, but I understand that the point arises that if a surrender is made it has to be made to the crown.

Mr. DUPUIS: I think the provincial government, if the question were stated seriously, could enter into an agreement whereby if the land is to be abandoned by the Department of Indian Affairs it would not revert to the crown as represented by the provincial government, but the Quebec government could come to an agreement allowing the Department of Indian Affairs to sell that land. I know this question involves some difficulties which were not solved in the past, but I discussed this matter with the provincial government some years ago, and if my memory serves me aright, I believe a solution of the problem can be found.

Mr. CRERAR: The consent of the Indians would be required to any transaction of that kind. With regard to the other point that my hon. friend mentioned, namely, the presence of white people on the reserves, that presents a rather difficult problem. It has occasionally happended that a white man has married an Indian woman of the reserve. He may die, and then the Indian woman, who has taken the status of her husband, may with her children return to the reserve. Under the Indian Act they are no longer Indians, but of course they are living on the Indian reserve, and the practice, I am informed, has been to supply them with relief where that is necessary. This is one of the problems that arise perhaps inevitably in the administration of Indian affairs. I shall be very glad to keep in mind the observations made by my hon. friend. I am sorry to say that I am not in a position to state just how far we shall be able to go in meeting his wishes.

Mr. SENN: Referring again to the question of money that was invested by the crown some years ago in the Grand River Navigation Company and which belonged to the Six Nations Indians, I discussed this matter at one time with a former Minister of the Interior, the Hon. Charles Stewart. He told me at that time that in lieu of this, the government had been granting some ten thousand dollars annually for the upkeep of the roads on this reservation. Is that item of ten thousand dollars included in this item?

Mr. CRERAR: I am sorry that at the moment I cannot give a definite answer to my hon. friend's question. My deputy tells me that some special grants are given to this reserve. Whether or not one is given in consideration of a claim which they believe they have against the crown, and to which the hon. member for Brant has referred, I cannot say

Mr SENN: I should not like the minister to have the impression that I said "in consideration of this claim"; the amount was rather as a satisfaction to them in lieu of the claim itself. I know this money has been expended, and very well expended, on the reservation for the past few years in the building of roads, although the roads are not nearly completed, and I suggest to the minister that the grant should be continued if possible.

Mr. CRERAR: We shall have that under consideration.

Mr. LOCKHART: Do I understand the minister to say that compulsory education is definitely established on the Indian reserves as well as in other public school systems in Ontario or the dominion? I could not catch his answer because of interruptions. I am referring to compulsory education

Mr. CRERAR: According to the information I have, it was intended under the Indian Act that educational facilities should be made available to Indian children as far as possible, and that where they were available the Indian children should take advantage of them. In that sense there is a limit to compulsion. But my hon. friend probably knows that in attempting to enforce compulsory education, even in ordinary white communities, certain difficulties are encountered. In Indian communities those difficulties are not less; perhaps they are increased.

Mr. LOCKHART: Is the adolescent age still applicable to Indian children the same as it is in other communities? The adolescent age is sixteen years.

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Mr. TAYLOR (Nanaimo): May I ask whether there is any allocation of that nineteen thousand dollars plus for the building and repair of houses in the Cowichan reserve?

Mr. CRERAR: I cannot say at the moment. If the Cowichan reserve deserves some of the appropriation it is probably getting it.

Mr. BRADETTE: There are two problems I want to bring to the attention of the Indian department. One is connected with the extension of the Timiskaming and Northern Ontario railway from Cochrane to Moosonee. That has created a new situation

Some hon. MEMBERS: It is eleven o'clock.

Mr. BRADETTE: I was asking the indulgence of the house. But I am satisfied to let the matter go.

Progress reported.

At eleven o'clock the house adjourned, without question put, pursuant to standing order

The following items were passed in committee of supply:

Department of External Affairs

Salaries, including the appointment of L. C. Christie as counsellor at $6,000 per annum, $100,007; contingencies, $60,500.

Department of Finance

Salaries, and to increase the salaries of the Commissioner of Tariff and the assistant Deputy Minister of Finance by the sums of $2,000 and $1,500, respectfully, in lieu of allowances now being paid, $342,328.50; contingencies, $30,160.

Inspector General of Banks—
Salaries and contingencies, $22,005.

Department of the Interior

Expenses connected with the Dominion observatory at Ottawa, $46,800.

Dominion Astrophysical Observatory

Expenses connected with the Dominion Astrophysical Observatory at Victoria, B.C., $20,000.

Battlefields Memorials, $34,950.

To provide for the book of remembrance of members of Canadian forces, and Canadians in the forces of the British empire who lost their lives in the Great war, $8,000.

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Minister's Office

MEMORANDUM

July 30,1936.

DR.H.W.MCGILL.

Will you kindly furnish me with a list of the Indian residential schools, showing the name of the Superintendent in each case.

W.J.F.Pratt,
Private Secretary.

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1)

LIST OF INDIAN RESIDENTIAL SCHOOLS

NOVA SCOTIA

School	Name of Principal
Shubenacadie	Rev. J. P. Mackey

QUEBEC

Fort George	Rev. T. E. Jones

ONTARIO

Albany Mission	Rev. A. R. Bilodeau, O.M.I.
Cecilia Jeffrey	Mr. E. W. Byers
Chapleau	Rev. A. J. Vale
Fort Frances	Rev. V. de Varenne, O.M.I.
Fort William	Sister M. Helena
Kenora	Rev. J. E. Baillargeon, O.M.I.
McIntosh	Rev. C. Perreault, O.M.I.
Mohawk Institute	Rev. H. W. Snell, B. A.
Moose Fort	Rev. Gilbert Thompson
Mount Elgin	Rev. O. B. Strapp
Shingwauk	Rev. C. F. Hives
Sioux Lookout	Rev. J. F. J. Marshall
Spanish	Rev. P. Mery, S. J.

MANITOBA

Birtle	Rev. E. H. Lockhart
Brandon	Rev. J. A. Doyle, D.D.
Cross Lake	Rev. Henri Boissin, O.M.I.
Elkhorn	Rev. Canon S. J. Wickens, B.A., B.D.
Fort Alexander	Rev. J. Brachet, O.M.I.
Norway House	Rev. R. T. Chapin
Pine Creek	Rev. P. Bousquet, O.M.I.
Portage la Prairie	Rev. Joseph Jones
Sandy Bay	Rev. O. Chagnon, O.M.I.

SASKATCHEWAN

Beauval	Rev. Victor Bleau, O.M.I.
Cowessess	Rev. P. Chatelain, O.M.I.
Duck Lake	Rev. H. Delmas, O.M.I.
File Hills	Mr. F. Rhodes
Gordon's	Mr. R. W. Frayling
Guy	Rev. M. Doyon, O.M.I.
Lac La Ronge	Rev. G. W. Fisher
Muscowequan	Rev. G. Jeannotte, O.M.I.
Onion Lake C. E.	Rev. H. Ellis
Onion Lake R. C.	Rev. J. E. Pratt, O.M.I.
Qu'Appelle	Rev. M. de Bretagne, O.M.I.
Round Lake	Rev. R. J. Ross
St. Philips	Rev. A. Paradis, O.M.I.
Thunderchild	Rev. O. Allard, O.M.I.

PUBLIC ARCHIVES
ARCHIVES PUBLIQUES
CANADA

Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 4)
School Files

LIST OF INDIAN RESIDENTIAL SCHOOLS

ALBERTA

School	Name of Principal
Blood	Rev. E. Ruaux, O.M.I.
Blue Quills	Rev. Jos. Angin, O.M.I.
Crowfoot	Rev. J. Riou, O.M.I.
Edmonton	Rev. J. F. Woodsworth
Ermineskins	Rev. P. P. Moulin, O.M.I.
Grouard (St. Bernard's)	Rev. C. Falher, O.M.I.
Holy Angels	Sister M. L. Champoux
Joussard (St. Bruno's)	Rev. P. Serrand, O.M.I.
Morley	Rev. E. J. Staley
Old Sun's	Rev. J. W. House
St. Albert	Sister V. M. Corriveau
St. Cyprian	Rev. W. Barlow
St. Paul's	Rev. Canon S. Middleton
Sacred Heart	Rev. J. L. Levern, O.M.I.
Sturgeon Lake	Rev. L. Girard, O.M.I.
Vermilion	Rev. Jos. Habay, O.M.I.
Wabasca C. E.	Rev. K. L. Sandercock
Wabasca R. C.	Rev. L. Beuglet, O.M.I.
Whitefish Lake	Rev. C. D. White

NORTHWEST TERRITORIES

Aklavik	Sister J. Dussault
Fort Resolution	Sister Metivier
Hay River	Rev. W. B. Singleton
Providence Mission	Sister Mack

BRITISH COLUMBIA

Ahousaht	Mr. A. E. Caldwell
Alberni	Rev. F. E. Pitts
Alert Bay	Mr. F. E. Anfield
Cariboo	Rev. G. Forbes, O.M.I.
Christie	Rev. B. McLaughlin, O.S.B.
Coqualeetza	Rev. R. C. Scott
Kamloops	Rev. T. M. Kennedy, O.M.I.
Kitamaat	Mrs. E. H. Durnin
Kootenay	Rev. M. Murphy, O.M.I.
Kuper Island	Rev. J. Guerts, S.M.M.
Lejac	Rev. L. H. Rivet, O.M.I.
Port Simpson	Miss L. M. Deacon
St. George's	Rev. A. R. Lett
St. Mary's Mission	Rev. A.M.D. Gillen, O.M.I.
Sechelt	Rev. T.J. Fahlmann, O.M.I.
Squamish	Sister Mary Amy

[illegible]

Cardross	Rev. H.C.M. Grant
St. Paul's Hostel	Rev. L. G. Chappell

PUBLIC ARCHIVES
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CANADA

Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 4)
School Files

1-1 1

July 31, 1936.

MEMORANDUM:

Mr. W. J. Ford Pratt.

Referring to your memorandum of the 30th instant, I enclose list showing the Indian residential schools and their principals.

Acting Deputy Superintendent General.

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Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 4)
School Files

FROM OTTAWA CITIZEN, August 6, 1[illegible].

Finds Indian Race In Canada Growing

(Canadian Press.)

SUMMERSIDE, P.E.I., Aug. 6

The Indian race in Canada is increasing rapidly," J. D. Sutherland of Ottawa, superintendent of Indian affairs, said here today, he is visiting the island province in the interest of his department

Great strides have been made in recent years in the education of our Indian population," the superintendent continued. Due to the care now given Indian mothers at childbirth and because of instruction given at Indian schools on child welfare, infant mortality was no longer the problem it had been.

There are about 10,000 Indian pupils attending the 265 day schools and 80 residential schools," Mr Sutherland said.

Canada's farthest north Indian school was at Aklavik. The newest addition to the reservation schools were at Sault Ste. Marie and Fort Chapel. Prince Edward Island Indians were sent to the large residential school in New Brunswick there being no school on the island

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Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 4)
School Files

Indian Race Grows Swiftly

Health of Natives Has Improved Greatly, Superintendent Reports.

SUMMERSIDE, P.E.I., Aug. 6—(?—"The Indian race in Canada is increasing rapidly," J. D. Sutherland of Ottawa, superintendent of Indian Affairs, said here today. He is visiting the island province in the interest of his department.

"Great strides have been made in recent years in the education of our Indian population," the superintendent continued.

Due to the care now given Indian mothers at childbirth and because of instruction given at Indian schools on child welfare, infant mortality was no longer the problem it had been.

"There are about 19 000 Indian pupils attending the 265 day schools and 80 residential schools," Mr. Sutherland said.

Canada's farthest North Indian School was at Aklavik. The newest addition to the reservation schools were at Sault Ste. Marie and Fort Chapel. Prince Edward Island Indians were sent to the large residential school in New Brunswick, there being no school on the island.

"In former years, the death rate was heaviest from birth until seven years. Education and proper care of infants had greatly reduced the rate," Mr. Sutherland stated.

SWEDISH CONSUL DIES.

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CANADA

Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 4)
School Files

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Indian Affairs, Vol. 10, Volume 6001, File 1-1, part 1
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Night Message	NM
Night Letter	NL

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C.N.T. 6206
10-29

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ORIGINAL OF MESSAGE

CANA[illegible] Telephoned [illegible]

TO BE [illegible]

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SECY DEPARTMENT OF INDIAN AFFAIRS

OTTAWA ONT

REFERENCE ESTIMATES DOES DEPARTMENT WISH AGENTS INCLUDE PER CAPITA GRANTS AND SALARIES SCHOOLS AS SAME NOT INDICATED ON FORMS

C C PERRY.

DEPT. OF INDIAN AFFAIRS
AUG 31 1936
RECORDS

FORM 6124

PUBLIC ARCHIVES
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CANADA

Indian Affairs, Vol. No. 6000, File 1-1-1, part 1
School Files

1-1-1

NIGHT LETTER
CANADIAN NATIONAL
TELEGRAPHS

Ottawa, August 31st, 1936.

C. C. Perry, Esq.,
Assistant Indian Commissioner,
Victoria, B. C.

NOT NECESSARY THAT AGENTS INCLUDE PER CAPITA GRANTS AND TEACHERS SALARIES IN THEIR ESTIMATES

A. F. MacKenzie.

Chg. Dept. I. A.

Indian Affairs. (RG 10, Volume 6811, File 1-1-1, part 4)
Senior Files

PUBLIC ARCHIVES
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CANADA

SAFETY FILM

October 2, 1936.

[redacted]

The following is a summary of the expenditures for Indian Education, in regard to Buildings and Repairs; Equipment and Furnishings; Materials and Supplies; and the method by which the work in this connection is dealt with by Department officials.

The expenditure incurred for the above purposes during the fiscal year 1935-36 was as follows:-

1.	EQUIPMENT - Purchase -	$85,609.76
2.	EQUIPMENT - Maintenance & Repairs -	3,941.96
3.	BUILDINGS and WORKS (New Construction) -	114,620.52
4.	BUILDINGS and WORKS (Repairs and Alterations) -	54,702.17
5.	MATERIAL and SUPPLIES (Classroom texts, Stationary) -	41,968.43
6.	MATERIAL and SUPPLIES (Fuel, Janitors' and cleaning supplies & Midday Meals) -	22,159.05

1. EQUIPMENT - Purchase:

This consists of Beds and Bedding; Kitchen and Dining Room, Laundry, Bakery, Cold Storage; Lighting Plants; Stationary Engines; Classroom Desks; Farm Machinery and Stock; and various miscellaneous equipment.

When a new residential school building is completed, the Architect decides what furnishings are to be supplied. For the greater part of this equipment, the purchase is made through the Purchasing Branch of the Department.

Regarding renewals of equipment, the greater part is purchased locally, by the Indian Agents, who receive authority through the Schools Branch. The Agents are furnished with the names of the firms from

- whom to

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whom to obtain quotations. In some cases, they are instructed to make the purchase from the firm quoting the lowest price, and, in other cases, where the purchase involves considerable money, they are required to submit the quotations to the Department and receive authority before placing the order. The Purchasing Agent arranges certain purchases renewing equipment, such as laundry machinery, fire fighting appliances, engines and batteries for lighting plants. I would consider the amount of purchases in renewing equipment is made, approximately, one-third by the Purchasing Agent, at the request of the Schools Branch, and two-thirds by the Agents, locally, also upon instructions of the Schools Branch.

2. EQUIPMENT (Maintenance and Repairs):

The Schools Branch carry out all correspondence and arrange for the maintenance and repair of all equipment.

3. BUILDINGS and WORKS (New Construction):

When it has been decided to erect a new residential or day school building or teacher's residence and the funds have been provided, all action being taken by the Schools Branch, the actual erection of the buildings, the preparation of the plans and awarding the contract are carried out through the office of the Architect of the Department, who supervises all this work, and, after the building is completed, the officers of the Schools Branch are responsible for its future maintenance and management.

4. BUILDINGS and WORKS (Repairs and Alterations)

All minor repairs and alterations are carried out by the Schools Branch, who give the necessary instructions to the local Indian Agents.

Major repairs and alterations to buildings, repairs to water systems and sewage disposal systems are handled by the Architect. However, the greater part of all repairs is carried out directly through the Schools Branch.

5. MATERIALS and SUPPLIES (Classroom Texts, Stationery, etc.

All text books, library books, stationery, etc., are ordered, upon requisition, through the

- Government

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Government Stationery Office. The Schools Branch informs the Stationery Office of the number of the various text books, scribblers, exercise books, pencils and other classroom equipment that will likely be required. The Stationery Office then stocks the equipment. When the teachers requisition for supplies, an order is forwarded the Government Stationery Office, who send the classroom equipment required to the teachers and render accounts to the Department for the cost. There is considerable correspondence involved by the Schools Branch in the selection of text books and other classroom supplies. All work in connection with the supplying of classroom equipment is carried out by the Schools Branch.

6. MATERIAL and SUPPLIES (Fuel, Janitors' and Cleaning Supplies & Midday Meals)

The purchase of Biscuits for midday meals, to the amount of approximately $6,600.00, is made by the Purchasing Branch.

All other purchases under this heading and the large correspondence in connection therewith is handled through the Schools Branch.

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Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 1)
General Files

Indian Affairs. (RG 10, Volume 6811, File 1-1-1, part 2)
School Files

PUBLIC ARCHIVES
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CANADA

Ottawa, February 25, 1937.

Dear Madam,-

I have your letter of the 18th instant, requesting information regarding the Indian schools in the Province of Saskatchewan.

In reply I have to say that you are being forwarded herewith a copy of the last Annual Report of the Department. If you will refer to pages "55" and "59", you will see a list of the Indian day and residential schools in that province, with particulars as to enrolment, etc.

A certain amount of religious instruction is given in all the Indian schools.

The salaries paid to teachers in Indian day schools in the Province of Saskatchewan range from $600 to $1,050 per annum.

The teachers in the residential schools are engaged by the church authorities under whose auspices the school is conducted.

The regular subjects on the Saskatchewan curriculum are taught insofar as the circumstances existing at each of the schools will permit.

Yours truly,

Philip Phelan.
Chief, Training Division.

Miss Lottie Schuman,
913 - 10th Street E.,
Saskatoon, Sask.

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CANADA

1-1-1

Fas Trail, Sask.,
Apr. 1, 1937.

The Dept. of Indian Affairs,
Ottawa, Ont.

Dear Sir,

Would you kindly send me full particulars about the education of Indian children on the Indian Reserves? What salary and qualifications would be expected? What accomodation is provided for a teacher at the Indian schools. Thanking you in advance. I am,

Yours very truly,
H. T. Clayton.

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CANADA

Indian Affairs, (RG 10, Volume 6811, File 1-1-1, part 1)
School Files

1-1-1

Ottawa, April 9th, 1937.

Dear Sir,-

With reference to your letter of the first instant, I regret that it is impossible to give you the information that you request unless you state the reserve in which you are interested.

Yours truly,

Philip Phelan.
Chief, Training Division.

H. S. Clayton, Esq.,
Pas Trail,
Sask.

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ARCHIVES PUBLIQUES
CANADA

Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 4)
School Files

JOHN E. LYSECKI B.A.,M.ED.
PRINCIPAL OF HIGH SCHOOL

Sanford, Man.
April. 15th 1937

Dr. J. D. Sutherland
Acting Superintendent of
Indian Education
Dept. of Indian Affairs.
Ottawa, Canada.

Dear Mr. Sutherland:-

I asked Rev J. G. Stephens M.A. to send my M. Ed. thesis to you, after he was through with it, so that you may peruse it. I appreciated getting the information from you. As it is the only copy I have, would you kindly return it as soon as you have finished with it.

Sincerely,
John E. Lysecki

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School Files

1-1-1

Ottawa, May 19th, 1937.

Dear Sir,-

In reply to your letter of the 11th instant, I enclose a list of the Indian residential schools in Canada and their post office addresses.

Yours truly,

Philip Phelan.
Chief, Training Division.

Enc. 1.

S. C. Atkinson, Esq.,
Vice-President,
General Films Limited,
1924 Rose Street,
Regina, Sask.

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CANADA

Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 4)
School Files

4209 PRINCE ALBERT ST
VANCOUVER B.C.
1ST MAY 1937

[illegible] have borrowed from
[illegible] I am fully
[illegible] Dr. STONE
[illegible] (if I can think well) enough
to look over [illegible] opening is so pleas-
ant that he is [illegible] in
[illegible] that he is treasurer of
[illegible] may [illegible] it to Ottawa
to me in that [illegible] information if some
one [illegible] is doing done voluntarily
[illegible] Stanley taught the senior
classroom at Shoal Lake. C. White did it
Jones was there and then went to Portage
La Prairie. He is now working his way
[illegible] will take his
[illegible] I can [illegible] information if will
[illegible] offer himself for the work of principal
of a Residential School under the care
of the United Church of Canada. I am
sure he is the stuff of which a good live
principal is made.

case review it and
not later than the 20th one send by mail
or register to me [illegible] K.C. LOCHHEAD D.D.
299 QUEEN ST. WEST, TORONTO informing me when it is mailed
to him. I will write him of the scheme. I hope
you are all well. I often think of you all, please
remember me to my inquiring friends.

Yours sincerely Arthur Turner

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CANADA

Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 4)
School Files



Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 4)
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DEPARTMENT OF
MINES AND RESOURCES

CANADA

INDIAN AFFAIRS BRANCH

FILE No 5/2/3A
9/3/15

TREASURY OFFICE

Ottawa, May 19, 1937.

MEMORANDUM

Superintendent of Welfare and Training.

We have received your memo. dated the 17th May, 1937, in which you state that you would like to include in the Annual Report for the fiscal year 1936-37 comparative relief cost for the past ten years, and in which you request that a statement be supplied by this Branch for this purpose.

We would point out that figures are not readily available from the records for the past ten years; however, we have been able to secure figures for the past eight fiscal years, and we trust that these will serve your purpose. They will be found hereunder.

Fiscal Year	Amount
1929-30	$ 711,523.
1930-31	823,343.
1931-32	988,340.
1932-33	935,734.
1933-34	853,362.
1934-35	845,428.
1935-36	895,162.
1936-37	983,537.

L W Coulthurn

Chief Treasury Officer.

ADW/S

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CANADA

Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 4)
School Files

1-1-1

(For Annual Report
1936-37)

WELFARE and TRAINING

WELFARE:

The Welfare and Training division is one of the three new administrative units for which provision has been made in the Department of Mines and Resources.

The reorganization of the Department was completed and the personnel of the staff announced on December first, 1936.

It is recognised, in the creation of this division, that a worthwhile welfare programme must be basically educational in character; that education is not something injected into a child during his sojourn at school, but a process that should continue throughout life. It is difficult to think of educational effort in a realistic sense, in terms other than those which emphasize the welfare and progress of the entire Indian population. The activities of the division, therefore, are interdependent and complementary, directed toward clearly defined objectives. These objectives, for a generation or two at least, will be the training of pupils to make the most of their available resources, with talents consecrated to the service of the bands to which they belong, and an adult Indian population proud of their racial origin and cultural heritage, adjusted to modern life, progressive, resourceful and self-supporting.

The Welfare programme organized toward the end of the fiscal year consists in the main of the creation and cultivation of subsistence gardens and the extension of agricultural operations; the purchase of livestock and equipment; encouragement of arts and crafts and sale of handicraft products; the survey and development of territory suitable for the propagation of muskrats and other furbearing animals; purchase of traplines and leasing of timber limits, housing construction, administration of relief and the care of the aged and physically incapacitated.

It is estimated that during the year one-third of the Indian population were dependent, in whole or in part, on relief allowances. It is apparent, therefore, that we are confronted with the spectacle of vast natural resources awaiting legitimate exploitation, on the one hand, and an impoverished Indian population on the other.

The Indians of Canada have suffered acutely in recent years; unemployment, drought in agricultural areas, inadequate returns from steadily diminishing fur and game resources have contributed to the demoralisation and disintegration of their economic and social life. Relief allowances are, at best, a palliative. Direct relief, unless wisely administered, tends increasingly to destroy initiative and to rob the recipient of that wholesome sense of satisfaction that ever follows the accomplishment of a worthwhile task.

The present Welfare programme is designed to encourage the Indian to support and sustain himself. It is sufficiently comprehensive, when supported with the parliamentary appropriations necessary, to enable him, whether he be farmer, trapper or fisherman, to obtain and utilise the tools necessary to sustain himself and those dependent upon him.

Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 4)
School Files

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CANADA

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A summary of Indian welfare expenditure during the last eight year period follows:

Fiscal year	Amount
1929-30	$ 711,823.
1930-31	823,343.
1931-32	968,340.
1932-33	935,734.
1933-34	853,362.
1934-35	845,428.
1935-36	895,162.
1936-37	983,537.

EDUCATION:

All Indian day and residential schools, with the exception of two residential schools destroyed by fire, were open and in operation throughout the year. New Indian day schools were built at Christian Island, Ont., Seine River, Ont., and Kitselas, B. C.

A table of pupil enrolment and attendance follows:-

	Residential Schools		Day Schools		Total		
Fiscal Year	Enrolment	Average Attendance	Enrolment	Average Attendance	Enrolment	Average Attendance	Percentage of Attendance
1927-28	6,795	6,043	8,223	4,823	15,018	10,866	72.35
1928-29	7,075	6,282	8,272	4,976	15,347	11,258	73.35
1929-30	7,302	6,476	8,441	5,103	15,743	11,579	73.55
1930-31	7,831	6,917	8,584	5,314	16,415	12,231	74.51
1931-32	8,213	7,400	8,950	5,707	17,163	13,107	76.36
1932-33	8,465	7,613	8,960	5,874	17,425	13,478	77.40
1933-34	8,596	7,760	8,852	5,592	17,448	13,352	76.52
1934-35	8,709	7,882	8,851	5,560	17,560	13,442	76.54
1935-36	8,906	8,061	9,127	5,788	18,033	13,849	76.79
1936-37	9,040	8,176	9,257	5,790	18,297	13,966	76.34

An attempt has been made during the year to bring the educational policy of the Department into closer conformity with the actual life needs of Indian children. Steadily increasing emphasis has been placed on the importance of manual training. Material has been supplied, in an attempt to encourage gardening and carpentry work among boys, and dressmaking, crochet work and elementary domestic science among girls. Plans have been prepared for the construction of day schools, equipped to provide an educational programme designed to meet the needs peculiar to the reserves on which such schools are established. It is not too much to hope that these schools will become the focal points in community life - centres to which children and adults will turn for guidance, instruction and inspiration.

An encouraging feature of educational effort during the year was discovered in the multiplying demands for

Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 4)
School Files

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agricultural and homemaking short courses and in the tendency and willingness of the Indians to recognise the value and distinctiveness of their arts and crafts. Consideration has been given to ways and means whereby the Indian population might be encouraged to still further conserve their ancient values and skills and thus contribute to the cultural life of the nation.

The expenditure for Indian education for the fiscal year ended March 31, 1937, amounted to $1,820,977.80 and is analyzed in the following table:

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DEPARTMENT OF MINES AND RESOURCES

INDIAN AFFAIRS BRANCH

INDIAN EDUCATION VOTE - EXPENDITURE FOR YEAR 1936-37

	DAY SCHOOLS	RESIDENTIAL SCHOOLS	STATIONERY	TUITION AND ASSISTANCE TO EX-PUPILS	MISCELLANEOUS	TOTAL
Prince Edward Island	$ 1,006.41	$ -----	$ 76.77	$ 799.34	$ -----	$ 1,882.52
Nova Scotia	10,009.86	29,381.49	795.48	756.83	-----	40,943.66
New Brunswick	15,211.79	-----	551.77	823.03	842.67	17,429.26
Quebec	54,540.59	6,676.38	2,597.51	5,668.09	.40	69,482.97
Ontario	105,374.89	242,287.63	10,238.89	12,323.61	176.33	370,401.35
Manitoba	51,003.77	161,094.36	4,672.67	1,357.18	168.22	218 296.20
Saskatchewan	31,736.09	291,487.98	5,372.24	2,102.66	111.80	330,810.77
Alberta	1,863.21	308,087.42	4,661.45	1,849.41	154.46	316,615.95
British Columbia	69,380.71	323,301.46	9,389.39	769.77	3,639.82	396,481.15
Yukon	2,998.25	16.100.87	540.79	---	---	19,639.91
Northwest Territories	1,579.55	36,285.61	1,128.90	---	---	38,994.06
	334,705.12	1,414,703.20	40,025.86	26,449.92	5.093.70	1,820,977.80

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ENTERTAINMENT MATERIAL

R

August 26th, 1937

The Department of Indian Affairs,
Ottawa, Ont.

Dear Sirs:-

Will it be possible to obtain a revised list of the Indian Residential and Day Schools in Canada, with names and addresses of their respective principals.

A reply at your earliest convenience will be much appreciated.

Yours very truly,

MOYER SCHOOL SUPPLIES LIMITED.

General Manager.

GES/MMc.

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CANADA

Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 4)
School Files

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Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 4)
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The [illegible] Case was the missionary who organized the mission and built the first school church &c

Back in the early years of the 1890s a young Indian, I think his name was ~~Bacon~~ Cook attended Albert College at Belleville Ont. I think he served for some years in the Indian Dept Ottawa - He was a fine singer and reciter - ~~I~~ I would like to get in touch with him can you give me his address? He was superannuated by the Dpt.

Thanking you

Yours Truly

F.C. Stephenson

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CANADA

Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 4)
School Files

3

My Dear Mr Ferrin, -

Just
as I signed this appeal I
thought of you - I think
you may remember me
I was until Jany last
Secty of Missionary Education
for the United Church
I have reached the age limit
& so I am free to do a little
work for the Indians - I
have offered to do so under
your late father at Norway
House as a medical missionary
but I was not used. Now
I may do a little missionary
work for the Indians - I
will write to you after my
visit to Cedarville — Do
what you can for my
appeal

Thanks yours
F.C.S.

PUBLIC ARCHIVES
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Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 4)
School Files

Ottawa, October 4, 1937.

Reverend Sir:

I have for acknowledgment your letter of the 2nd instant, addressed to Mr. Ferrier, of the Department of Indian Affairs. You will regret to learn that Mr. Ferrier died five years ago last July.

I am sending forward, under separate cover, the last report of the Department of Indian Affairs. I am also attempting to secure a map of the province of Ontario showing the Indian reserves, but I am not at all sure at the moment that a map such as this is available.

The address of Mr. Charles Cook is Low, Que., until the end of this month.

Yours very truly,

R. A. Hoey,
Supt. of Welfare & Training.

Rev. F. C. Stephenson,
77 Charles Street West,
Toronto, Ont.

P. S. - Sorry, I have not found it possible to secure a map of Ontario showing Indian reserves.

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CANADA

(1)

Gladstone Hotel,
6.20.R & Kenmore Ave.,
Chicago, Illinois.
Oct. 17/37.

Superintendent-General of
Indian Affairs,
Department of Interior, Ottawa.

Dear Sir:-

A few years ago you graciously supplied me with documentary material giving information regarding the relation of the Dominion Government to the education of the Indians. It was to be included, or rather information gleaned from the documents was to be included in a larger study I have been working on since 1932. Periods of illness since 1933, culminating in "total permanent disability" since October, 1935 have held, the completion of the study. I am now centralizing and trying to bring the material I have up to date and get it ready for publication. I would appreciate deeply any courtesy you may be able to extend to me in securing needed data as hereinafter indicated.

1. In an historical review prepared by your office in 1929 I believe - my documents are in my office at the University of Pennsylvania the statement is made prior to Confederation and in Upper Canada about 40 schools for the education of Indians existed of which number only two appear to have received aid from the Government. My question is can you give me the name and location and denomination of these two schools?

2. According to the Revised Statutes of Canada (1886) chapter 54, section 90, and section (a) was the basis for an Order-in-Council passed in Sept., 1893 which reserved the north east quarter of section 16, township 44, range 2, west of the Third meridian, for the support of Indian education. My questions are

(a) To date (1937) how many acres of land have been thus reserved.

(b) What is the amount of the fund (1937) that has accrued from such reservations? Is it built up and invested with only the interest being expended? How is the fund conserved? How appropriated for current use?

3. According to 57-58 Vict c. 32, s.11, (1894) the Governor in Council was authorized to establish industrial & boarding schools for Indians I assume this means directly provided and administered by the government as distinguished from developing, supporting and aiding such schools provided by the churches Am I right in this assumption?

4 Would it be possible for me to obtain a correct table giving a list of all the Indian Schools supported & established. If possible I would like to know the name and location of each, if supported its denominational association, if under the Government only as indicated, and the enrolment for 1937 or 1936.

5. Attached represents my effort to glean from appropriation bills the amount of money made available for the education of the Indians since 1920. My effort is not successful. What I need is a table showing (a) the total number of Indians according to the census applicable to those years (b) estimate of number of education adapted for the benefit of the persons for their education and (c) the amount of money actually spent by the Government each year for this part of its service

(over)

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I must admit the above request is an imposition. I owned that I had planned to go to Ottawa again — I was there for three weeks in 1932 - but my health is too precarious to permit me to do so then if I were to come I fear I would have ask for an interview in order to get the information I sought. In my former letter to you I promised to send you a copy of what I have written in this mint of my Upon investigation so that you may read and if agreeable to you comment on it. I have no thought however of transferring to any degree my responsibility for content.

Assuring you of my gratefulness for such assistance as you may be free to extend to me I am.

Yours sincerely,

Mark Wilson No 1.

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School Files

KODAK SAFETY ▲ FILM +●

Minister's Office

1-1-1 R

MEMORANDUM

Oct. 20, 1937

Indian Affairs Branch
OCT 22 1937
RECORDS

DR. MCGILL.

The attached letter, with enclosure, from Mr. James C.(?) Miller, Gladstone Hotel, Chicago, Ill., is referred for the attention of the Department.

W.J.P. Pratt

W.J.P. Pratt

Secretary.

Enclosures.

Lr. Oct. 17, with statement.

10:1.1.

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CANADA

Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 4)
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Minister's Office

MEMORANDUM

November 18, 1907

DR. MCGILL

With my memorandum of Oct. 30th was returned for the consideration of the Department a letter, with enclosure, from Mr. James C. Miller, Principal School, Pierre, Ill., requesting certain information concerning the education of Indians.

Will you please see that the attached further letter from Mr. Miller (Nov. 15th) also receives the consideration of the Department.

W.J. Pratt
Secretary.

Encl.

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Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 4)
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Gladstone Hotel,
62nd St. & Kenwood Ave
Chicago Illinois
Nov. 15/97

Superintendent General of
Indian Affairs,
Ottawa Canada.

Dear Sir

In my study of the relation of the National Government to education in Canada – resumed after over two years of total disability on my part – I am in need of further information regarding provisions for the education of the Indians. I may make the following inquiries

(1) In accordance with the provisions of sub-section (a) of section 90 of "The Dominion Lands Act (1886) an Order in Council was passed in September of 1893 reserving for the support of Indian schools the western quarter of section 16, Township 44, range 2, west of the third meridian.

Has this Order in Council been made effective? If so how many acres of land has thus far been made available for the support of Indian schools? What has been the income that has come from such reserved lands each year since the inception of the plan up to and including 1896

(2) Section 11 of 57-58 Vict, c. 32, s. 11 (1894) added section 136 to the Indian Act in which the Governor in Council was authorized to establish "residential industrial schools" as I understand – distinguished from the mission schools provided by the churches and exists a maintained by the Government. Could you give me the name and location of the first school established under this provision? Would it be possible to get me from a list of the residential industrial schools for Indians divided into two groups those provided and wholly supported by the Government and those that are Missionary schools aided by the Government?

Any courtesy you may be able to extend to me in response to these inquiries will be deeply appreciated

Yours sincerely.
Samuel Miller

P.S. You may have on file former correspondence between me. I am the Samuel Miller who was Prof. of Educational Administration at the University of Pennsylvania who went to you a few years ago. Since 1895 I (Private) I have been absent on sick leave. I hope to return to duty Sept. 1898. Meantime while convalescing I am trying to finish up the studies and complete the study.
S.C.M.

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Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 4)
School Files

POOR
COPY

Minister's Office

MEMORANDUM

November 13, 1917

DR. [illegible] HILL.

With my memorandum of Oct. 20th
was referred for the attention of the Department
a letter, with enclosure, from Mr. [illegible] C. Miller,
[illegible] School, Chicago, Ill., requesting certain
information concerning the education of Indians.

Will you please see that the
attached further letter from Mr. Miller of Nov. 1st
also receives the attention of the Department.

W.J.Bratt

W.J.Bratt
Secretary.

Encl.

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School Files



Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 4)
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CANADA

1-1-1

Ottawa, November 24, 1937.

Dear Sir:

I am in receipt of your letter of the 15th instant, addressed to the Superintendent General of Indian Affairs.

With reference to question No. 1 in your letter, I believe that the Order-in-Council to which you refer was the one that was passed setting aside the land required for school purposes by the Indian residential school now known as the "Duck Lake Indian Residential School".

With regard to question No. 2 in your letter, I am enclosing a copy of the last Annual Report of this Department. On pages 58 to 60, inclusive, you will find the names and addresses of the Indian residential schools at present in operation.

At all the residential schools mentioned in our report, the Department allows a per capita grant for each pupil whose admission is approved. All the schools are conducted under the auspices of one or other of the Churches associated with us in Indian work. You will note from the Annual Report the Christian denominations that are engaged in Indian work in Canada.

Yours very truly,

R. A. Hoey,
Supt. of Welfare & Training.

Encl.

James C. Miller, Esq.,
Gladstone Hotel,
Chicago, Ill.,
U. S. A.

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Gladstone Hotel,
62nd St & Kenwood Ave.,
Chicago, Illinois,
Dec. 19/37

Mr. R. A. Hoey,
Supt. of Welfare & Training,
Indian Affairs Branch,
Ottawa.

Dear Sir,

Your response of Nov. 24th (File 1-1-1) to my inquiry of Nov. 15th was duely appreciated. I also found the valuable tables in the Annual Survey of Education, 1935; pp. 137-139, Bureau of Statistics, Ottawa. There is still one part of information that I need very urgently to complete my story. If feasible I would like to have the data necessary to complete the table indicated below.

Financial Program for Residential Schools

Name of Residential School	Capital Expenditure: School Grants			Buildings			Equipment			All Current Expenditure	
	Govt.	C.	Govt.-C.	Govt.	C.	Govt.-C.	Govt.	C.	Govt.-C.	Govt. %	Church %
Nova Scotia											
1 Shubenacadie	✓	—	—	✓	—	—	✓	—	—	100%	—
2 Restigouche, Quebec	—	✓	—	—	✓	—	—	✓	—	80%	20%
3 Alberni Mission, B.C.	—	—	✓	—	—	✓	—	—	✓	75%	25%

I have made, as you will see, fractions where for each of the three schools I suggest a simple method of indicating the information I would like to have. G means Government, C means Church and G-C means that it was shared jointly with an indication of this proportionate contribution. This table would enable me to show clearly the financial aspect of the relationship between the Government and the Churches with respect to the residential schools. Am I right in my understanding that the Government owns for all capital and all current expenditure for the day schools? Is the per capita grant for each pupil to which you refer on P 4 of your letter supposed to cover (within limits) only all current expenditure of the residential school concerned?

I feel sure you will understand my desire to clarify for myself this financial aspect of the picture.

I am sure you will understand also how grateful I will be if you can let me have a complete table of the kind indicated above.

Yours sincerely,
James B. Miller

POOR COPY

1-1-1

Ottawa, December 23, 1937.

Dear Sir:-

I am in receipt of your letter of the 19th instant requesting further information regarding Indian residential schools in Canada.

As you are probably aware, there are eighty Indian residential schools in Canada at the present time and the per capita grant allowed varies from $150.00 to $250.00 a year, depending on the location of the school.

To supply the information which you request in your recent letter would require several weeks of very careful review of our files and, even if this was done, I am inclined to doubt if the figures obtained would be sufficiently accurate to justify their publication. You can understand that it is extremely difficult for us to show the amount of financial assistance which the Churches contribute towards the cost of Indian residential schools.

Yours truly,

R.A. Hoey,
Supt. of Welfare & Training.

James C. Miller, Esq.,
Gladstone Hotel,
Chicago, Ill.,
U.S.A.

PUBLIC ARCHIVES
ARCHIVES PUBLIQUES
CANADA

Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 4)
School Files

1937 DEC · 21 · AM 9 : 29

5 Kingston Ave.,
Sherbrooke, P.Q.
Dec. 20, 1937.

Bureau of Statistics,
Ottawa, Ont

Dear Sirs:

I am preparing to write a thesis on "Education Among the Canadian Indians" for a M.A. degree from the University of Bishop's College, Lennoxville, Que. I would be very much obliged if you would send me any information on the subject. I intend to deal with Indian education from its beginnings up to the present day.

Yours truly,
(Miss) Mary I. O'Gatt

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School Files

DEPARTMENT OF TRADE AND COMMERCE

CANADA

ADDRESS ALL COMMUNICATIONS TO
R. H. COATS
DOMINION STATISTICIAN
OTTAWA

DOMINION BUREAU OF STATISTICS

OTTAWA,

CANADA

December 21, 1937.

Hon. R.A. Hoey,
Indian Affairs Branch,
Department of Mines and Resources,
Ottawa.

Dear Mr. Hoey:

I am forwarding to you the enclosed letter from Miss Mary A. Platt of Sherbrooke, which asks for help in preparing a thesis on Indian education, and advising her to this effect.

I hope you are by this time feeling at home in Ottawa and enjoying your work. Letters from our mutual friend, Andrew Moore, have asked me on different occasions to give you his regards if I see you, but it seems our paths are slow to cross.

Yours faithfully,

J E Hume

JER/LS

Education Branch.

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Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 4)
School Files

Ottawa, December 22, 1937.

Dear Madam:

Your letter of the 20th instant, addressed to the Bureau of Statistics, has been passed on to me for consideration and reply.

I may state by way of comment that the amount of information relating to Indian education available for distribution from the Department is somewhat limited. I am, however, sending forward, under separate cover, a brief historical sketch, prepared by Mr. G. E. Matheson, registrar of the Department, in 1934, and also a summary of the administration of Indian affairs. In addition to these, I am sending forward copy of the departmental report for the last fiscal year.

Yours very truly,

R. A. Hoey,
Supt. of Welfare & Training.

Miss Mary A. Platt,
25 Kingston Avenue,
Sherbrooke, P. Q.

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CANADA

Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 4)
School Files

2-2-1

Ottawa, December 22, 1937.

Dear Mr. Robbins:

I have for acknowledgment your letter of the 21st instant and also communication received by you from Miss Mary A. Platt, of Sherbrooke, Que., attached thereto.

A certain amount of information relating to Indian education will be forwarded to Miss Platt in due course.

It is my hope that I may have an opportunity to see you at an early date. In the meantime may I express the wish that you will spend a very happy and enjoyable Christmas.

Yours sincerely,

R. A. Hoey,
Supt. of Welfare & Training.

J. E. Robbins, Esq.,
Education Branch,
Dominion Bureau of Statistics,
Ottawa, ONT.

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Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 4)
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1-1-1



Canadian Pacific Hotels

1638, Sherbrooke St West,
MONTREAL, Que.

5th. January, 1938.

The Secretary,
Department of Indian Affairs,
OTTAWA, Ontario.

Dear Sir;-

Would it be at all possible to obtain a booklet dealing with the method employed by the Dominion Government to educate the Northern Indian, the type of education they are receiving, and most of all the advantage of same to these people.

I am also desirous of acquiring a copy of the Indian Act, this information is required for a manuscript I am writing on Northern Canada.

Trusting you will oblige me with the above mentioned information, thanking you in anticipation, I am,

Yours truly,

(E.Reynolds)

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Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 4)
School Files

1-1-1

Ottawa,
January 25, 1938.

Dear Sir:

With reference to your letter of the 5th instant, you are being forwarded under separate cover a copy of the last Annual Report of this Department. You will note that this gives considerable information regarding Indian education in Canada.

Yours truly,

R. A. Hoey,
Supt. of Welfare & Training.

E. Reynolds, Esq.,
1638 Sherbrooke St. West,
Montreal, Que.

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Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 4)
School Files

Ottawa,
February 18, 1926.

Dear Sir:

The enclosed letter has just been received from Mr. Arthur Eide and I attach also, for your information, a copy of his letter of December 10, 1924 and our reply of January 8, 1925.

While Mr. Eide mentions Indians I feel that he is particularly interested in Eskimoes and I am therefore forwarding his letter to you in order that you may reply to it.

Yours truly,

R. A. Hoey,
Supt. of Welfare & Training.

F. A. Gibson, Esq.,
Director, Lands, Parks and
Forestry Branch,
Dept. Mines & Resources,
Ottawa, Ont.

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DEPARTMENT OF TRADE AND COMMERCE

CANADA

ADDRESS ALL COMMUNICATIONS TO
R. H. COATS
DOMINION STATISTICIAN
OTTAWA

DOMINION BUREAU OF STATISTICS

OTTAWA,

CANADA

February 26, 1938.

Hon. R. A. Hoey,
Indian Affairs Branch,
Department of Mines and Resources,
Ottawa.

Dear Mr. Hoey:

I have a letter from Mr. R. J. Davidson, Inspector of Schools at Balcarres, Sask., saying that he is writing to you in connection with information for a study of Indian education in Canada.

You probably have a number of requests of this kind, and unless you know the persons making the requests, it must be difficult to distinguish those that are worth taking seriously. It is for this reason I write to tell you that I have met Mr. Davidson on several occasions in the last few years, and have talked with him at length about the selection of a topic for his doctoral thesis. It was really at my suggestion that he decided two years ago to explore the possibility of writing the story of Indian education in Canada. I suggested it to him by reason of the fact that the lack of a comprehensive record of the education of the native population has always seemed to me a shortcoming in Canadian educational documentation.

During the last two years Mr. Davidson has studied a good number of volumes on native education in other countries to give him a background against which to view the work in Canada, but you would need to have no fear of him using the privileges you might extend to him to develop carping criticism. He is not that kind of person.

Moreover, he is not interested in rushing off a piece of work in a few months just to meet thesis require-

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ments. What he would like in order to make a job of it, I believe, would be to have permission to work in Ottawa for a summer or two in collaboration with your Department, where he might have the guidance of your officials and access to such records as would be useful in presenting the story of Indian education as a connected whole, over the years.

If you could see your way clear to help him to this end, I am sure the result would make for a more general and more intelligent interest in the education of the Indian people.

Yours sincerely,

J. E. Robbins

Chief, Education Branch.

JRR/LG

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Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 4)
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Ottawa, March 2, 1936.

Dear Mr. Robbins:

I have for acknowledgment your letter of the 28th ultimo, in which you intimate that Mr. R. J. Davidson, Inspector of Schools, Balcarres, Sask., is writing to me with respect to information relating to Indian education in Canada.

I have not yet received Mr. Davidson's letter, but it is scarcely necessary to state that I shall be glad to cooperate with him to the fullest extent possible. If Mr. Davidson can make arrangements to visit Ottawa at any time during the summer months, I shall be glad to secure for him all the information we have at our disposal here.

Yours sincerely,

R. A. Hoey,
Supt. of Welfare & Training.

J. E. Robbins, Esq.,
Dominion Bureau of Statistics,
O t t a w a.

1-1-1

MONTREAL WINNIPEG CALGARY VANCOUVER

STANLEY BRIDGE LIMITED.

Winnipeg, March 11, 1938.

Dominion Government,
Department of Indian Affairs,
Ottawa, Ont.

Gentlemen :

Would you please let us have, at your convenience, a list of the Indian Schools in Western Ontario, Manitoba and Saskatchewan, showing the name of the Principal in each case.

Thankingyou in advance, we are,

Yours very truly,

STANLEY BRIDGE LIMITED.

WHB/V.

I.3. Would ask you to also please show the post office address in each case.

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1-1-1

Ottawa,
March 15, 1938.

Gentlemen:

Attention Mr. Busby

With reference to your letter of the 11th instant I enclose list giving the information requested in your letter.

Yours truly,

Philip Phelan,
Chief, Training Division.

Stanley Brook Limited,
Winnipeg, Man.

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1-1-1

GOVERNMENT OF THE PROVINCE OF SASKATCHEWAN

DEPARTMENT OF EDUCATION

JUL 17

R. J. Davidson.
INSPECTOR OF SCHOOLS

Saskatoon, Sask.

March 14th, 1936.

Education: Mr Hoey.

Dear Mr Hoey,

I have recently received a copy of the Annual Report of the Department of Indian Affairs for the year ending March 31st, 1936, also a copy of "Indian Education: Historic Sketch" In the annual report I note that your department has many records and valuable documents relating to the Indian work in Canada. As I am undertaking a study of the history and present status of Indian education in the province I would appreciate knowing if the pertinent information which these records contain would be available to me.

I am planning to do as much of the work as possible out here but realize that it will more than likely be necessary to visit some of the most valuable sources to secure the information desired.

At present I am preparing a bibliography on this subject.

Some time ago I was discussing this matter with regard to sources of information with Dr Robbins of the Education Branch, Dominion Bureau of Statistics, and he suggested your Department as a very valuable source.

Thanking you for your trouble,

Yours sincerely,

R. J. Davidson

A. A. Hoey, Esq.,
Supt. of Welfare & Training,
Indian Affairs Branch,
Department of Mines and Resources,
Ottawa, Ont.

PUBLIC ARCHIVES
ARCHIVES PUBLIQUES
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Ottawa, March 18, 1938.

Dear Mr. Davidson:

I have for acknowledgment your letter of the 12th instant and note, with interest, that you are engaged in a study of the history and present status of Indian education in Canada.

Should you find it convenient to visit Ottawa at any time in the immediate future, we shall be glad to place at your disposal any information relating to the subject that may be on file in the Department. In addition to this, I am inclined to think that you might be able to secure valuable information with respect to educational effort in the early days from the church authorities. I feel confident that representatives of the Catholic, Anglican and United Churches would be glad to supply you with any information they may have in their possession.

Yours very truly,

R. A. Hoey,
Supt. of Welfare & Training.

R. J. Davidson, Esq.,
Inspector of Schools,
Balcarres, Sask.

PUBLIC ARCHIVES
ARCHIVES PUBLIQUES
CANADA

Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 4)
School Files

// -1-1

MONTREAL WINNIPEG CALGARY VANCOUVER

STANLEY BROCK LIMITED.

Winnipeg, March 22, 1938.

Dominion Government,
Department of Mines & Resources,
Ottawa, Ont.

Gentlemen :

Further to our letter of March 11 and your reply of the 15th, we find our records are not yet up to date. We would like to have a list of all the Indian Hospitals in Western Canada, showing the names of the Doctors in charge, that is, from Fort William and Port Arthur to the Pacific Coast. Would it be possible for you to furnish us with this list ?

Yours very truly,

STANLEY BROCK LIMITED.

"JB/H.

PUBLIC ARCHIVES
ARCHIVES PUBLIQUES
CANADA

Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 4)
School Files

1-1-1

March 29, 1938

Dear Sirs:

Following is a list of Departmental Hospitals with names of Doctors in charge, as asked for in your letter of March 22.

Fort Alexander Indian Hospital, Pine Falls, Manitoba
E. McPherson, Indian Agent
Selkirk, Manitoba

Norway House Indian Hospital, Dr. W. N. Turpel,
Norway House, Man.

Qu'Appelle Indian Hospital, Fort Qu'Appelle, Saskatchewan
Doctor A. B. Simes,
Fort Qu'Appelle, Sask.

Blackfoot Indian Hospital, Gleichen, Alberta
Doctor Evelyn Windsor,
Gleichen, Alta.

Sarcee Indian Hospital, Calgary, Alberta
Dr. T. F. Murray
Calgary, Alta.

Blood Indian Hospital, Cardston, Alberta
J. E. Pugh,
Indian Agent,
Cardston, Alta.

Those hospitals of which the head is given as the Indian Agent are attended by Part-time physicians. The name given in each case is that of the officer responsible.

Yours truly,

Stanley Brook, Limited,
Winnipeg,
Man.

for Secretary

LW

Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 4)
School Files

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CANADA

GOVERNMENT OF THE PROVINCE OF SASKATCHEWAN

DEPARTMENT OF EDUCATION

R. J. Davidson.
INSPECTOR OF SCHOOLS

Attention: Mr Hoey.

Lolcaries, Sask.

March 20th, 1,38.

Dear Mr Hoey,

I wish to thank you for your kind offer to permit me to use the information on file in your department regarding Indian education, and also for your suggestion with respect to information from the churches which have carried on educational work among the Indians. Since your letter arrived I have been able to secure some material on the history of one of the churches on its work in this field and am taking steps to obtain similar information from other churches.

At present it is not possible to state just when I will be able to visit Ottawa but hope it will be at a not too distant date.

Thanking you very much for your kindness,

I remain,

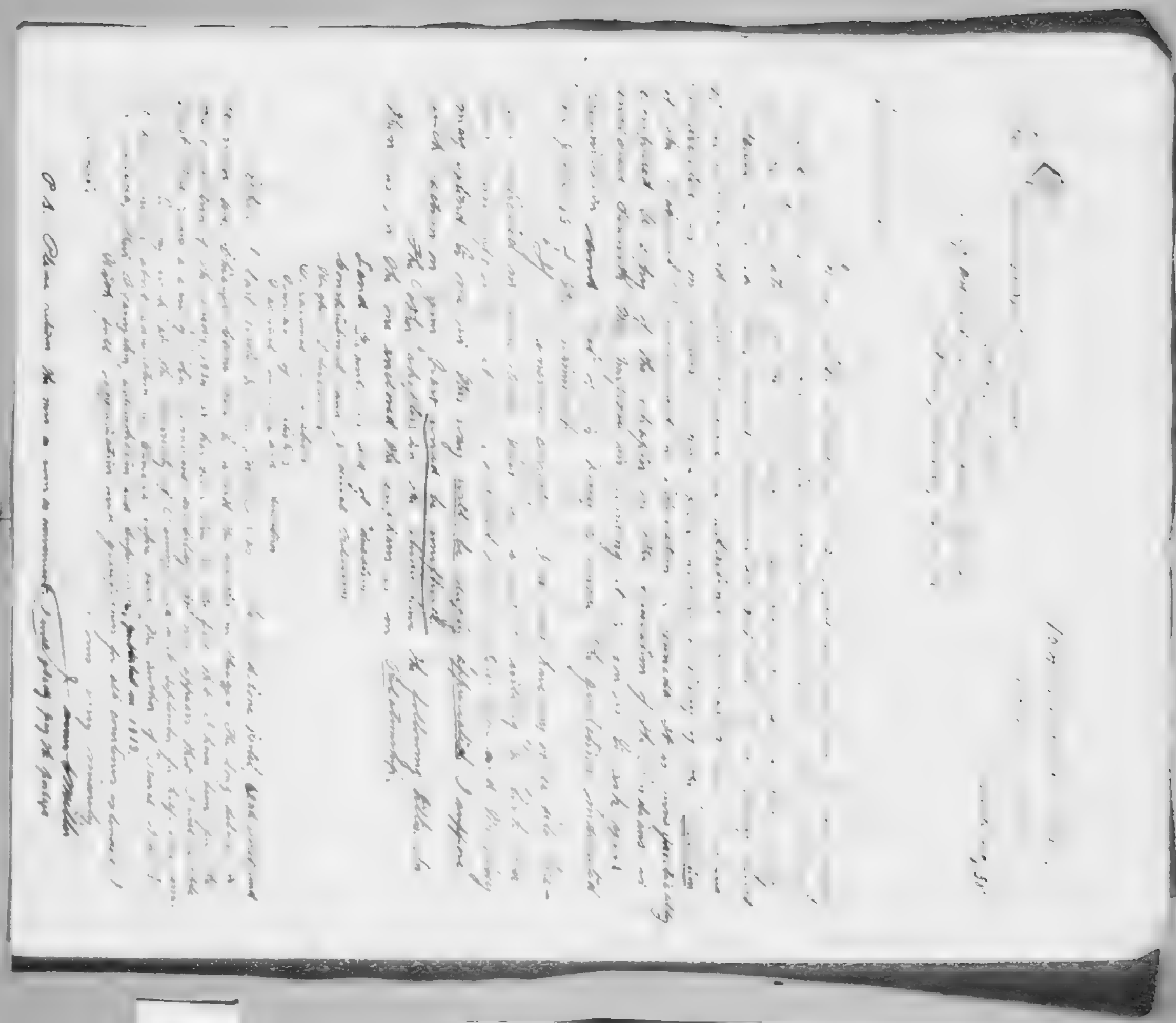
Yours sincerely,

R. J. Davidson

R. A. Hoey, Esq.,
Supt. of Welfare & Training,
Department of Mines and Resources,
Ottawa, Ont.

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School Files



Poor Copy

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School Files

PUBLIC ARCHIVES
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CANADA

1-1-1

Ottawa,
April 6, 1938.

Dear Sir:

I am in receipt of your letter of the 26th ultimo enclosing copy of an article which was written by you in connection with the education of Indians in Canada.

Unofficially I may say that I can find no objection to anything that appears in the manuscript forwarded to me.

Yours truly,

R. A. Hoey,
Supt. of Welfare & Training.

James C. Miller, Esq.,
1548 Hedrick Drive,
Tucson, Arizona.

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Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 4)
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PIONEERS IN 1898 LEADERS EVER SINCE

1-1-1

40th Anniversary 1938 1898 of Founding of BERKEL Slicer Industries

TELEPHONE
RAndolph 3101
RAndolph 3102

BERKEL

Berkel Products Co. Limited

GENERAL OFFICES AND FACTORY:
533-535 COLLEGE ST.
TORONTO

SALES & SERVICE FROM COAST TO COAST

May 3, 1938.

The Department of Indian Affairs,
Parliament Buildings,
Ottawa, Ontario.

Gentlemen:

On April 14th we wrote, requesting that you send us a list of the Indian Schools throughout Canada, if conveniently possible.

Since we have not received a reply to our letter, nor a list, we were wondering if such is available.

May we hear from you, please? Thank you very much.

Very truly yours,

BERKEL PRODUCTS CO., LIMITED.

W C. Algure

WA:EH

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CANADA

Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 4)
School Files

Ottawa,
May 9, 1938.

Gentlemen:

With reference to your letter of the 3rd instant I enclose a list showing the names and post office addresses of the Indian Residential Schools in Canada.

Yours truly,

Philip Phelan,
Chief, Training Division.

Berkel Products Co. Limited,
533-535 College Street,
Toronto, Ont.

Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 4)
School Files

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CANADA

1-1-1

DEPARTMENT OF INDIAN AFFAIRS
CANADA

IN YOUR REPLY REFER TO
No. 300-11
ALSO TO DATE OF THIS LETTER

INSPECTOR OF INDIAN AGENCIES

REGINA, SASK., July 4, 1938.

R

Dear Sir:

I beg to advise that on Monday, June 20th, I had a conference with Bishop Burd and Archdeacon Paul at Prince Albert, with regard to school affairs.

In our conversation we covered selection of teachers; religious instruction for the schools; extension of the work into the homes through using married men as teachers, having their wives teach sewing, knitting, etc., to the children, and organize the women of the Reserves into Homemakers' Clubs or similar organizations; and the necessity of closer co-operation between all engaged in Indian work.

During our conversation I asked the Bishop how we could overcome the objection of the Roman Catholics to sending their children to day schools under Church of England auspices. He suggested that the Priest be allowed to use the school during certain hours for giving his children religious instruction, and that all the children who did not wish to attend be allowed to retire. I asked him if he did not think it would be better to make the teacher strictly responsible to see that when religious instruction was being given the children by a clergyman of any denomination, the children of the other denomination be required to leave the room, in this way removing suspicion of the school being used for the purpose of inducing the children to change from one denomination to another. The Bishop replied that he saw my point and agreed.

He asked what my stand was on the employment of clergymen as teachers. I replied that I could see no objection to it, provided they possessed the necessary qualifications, on Reserves where the Indians were all of one denomination, but that I thought it would be a great mistake to employ them on the Reserves where the Indians were mixed Roman Catholics and Protestants, as there would be an objection on the part of the people of both churches to sending their children to be educated under a clergyman of another denomination. He replied that this could be taken care of.

He also asked .....

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School Files

He also asked my stand on the selection of teachers. My reply was that, as we were in accord on the policy that should be followed as to the qualifications the teachers should possess, I could not see that any benefit would be derived by making any change in the present procedure.

The Indian teachers and workers of the Prince Albert Diocese will meet in Prince Albert some time in August, and the Bishop has asked me to be present at this meeting. This I will arrange to do.

I was well pleased with the conference, and feel that we can work together without any friction.

Yours truly,

Thos. Robertson,
Inspector of Indian Agencies,
Saskatchewan.

The Secretary,
Indian Affairs Branch,
Dep't of Mines & Resources,
Ottawa.

TR/FMc

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CANADA

Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 4)
School Files

1-1-1

300-11

Ottawa, July 8, 1939.

Dear Sir:

I am in receipt of your letter of the 4th instant, with reference to the conference which you recently held with His Lordship Bishop Burd and Archdeacon Paul.

Upon his return to the office, the contents of your letter will be brought to the attention of Mr. Hoey.

Yours truly,

Philip Phelan,
Chief, Training Division.

Thos. Robertson, Esq.,
Inspector of Indian Agencies,
R e g i n a, Sask.

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CANADA

Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 4)
School Files

1-1-1

ONTARIO
DEPARTMENT OF EDUCATION

Toronto, July 11th, 1938.

The Registrar, Records Branch,
Department of Indian Affairs,
Ottawa, Ont.

Dear Sir:

I am anxious to get a list of Indian Schools in Ontario, both residential and non-residential; also the latest available enrolment figures for each school. I understand the Annual Report of your Department gives this data. Might I have a copy please? If the enrolment figures are not shown on this Report, might these be supplied from some available source?

Yours very truly,

J. M. Campbell
Statistician

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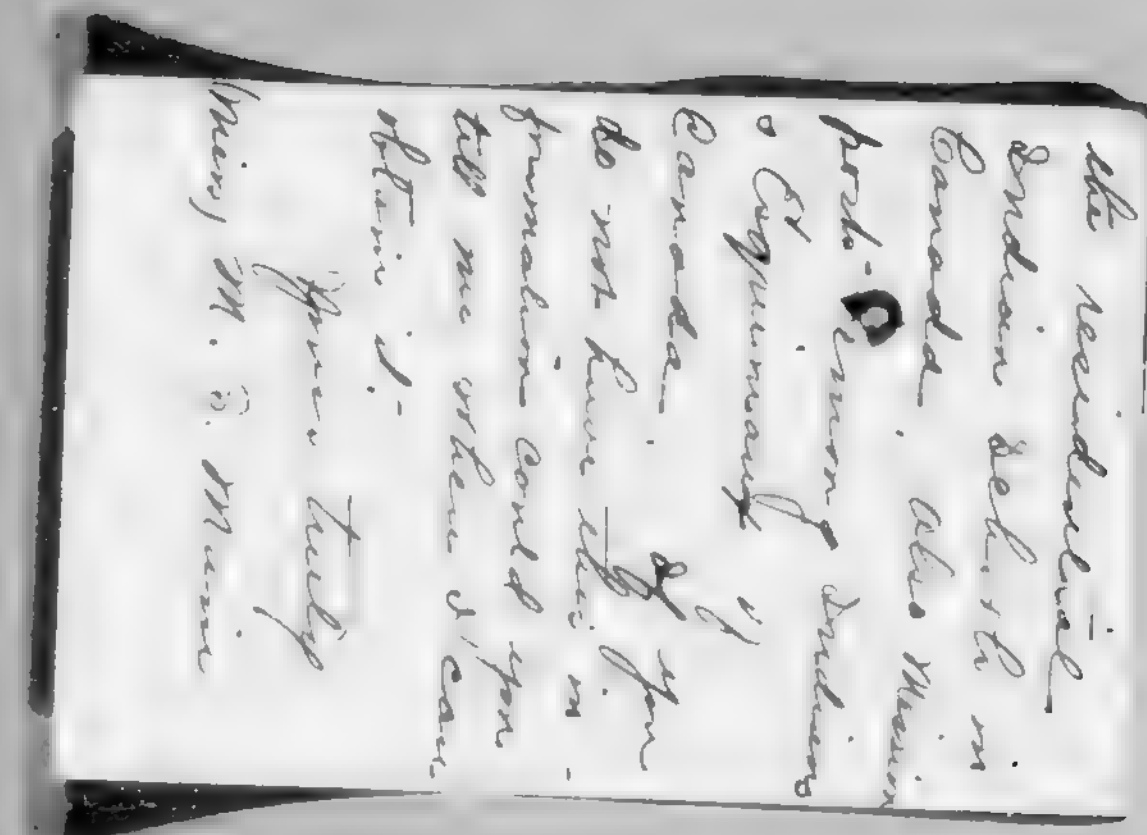
Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 4)
School Files

3 Boylston St.
Cambridge, Mass. U. S.
July 20, 1938.

Dept. Indian affairs.
Ottawa, Can.

Gentlemen:-

Could you furnish me with names & addresses of



Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 4)
School Files

PUBLIC ARCHIVES
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CANADA

Ottawa,
July 27, 1938.

Dear Madam:

With reference to your letter of the 20th instant I enclose a list showing the names of the Indian Residential Schools in Canada and the Post Office address of each one of them.

We have no definite information regarding the Mission posts among Indians and Eskimoes of Canada. This information will have to be obtained from the various Churches who co-operate with the Department in Indian work.

Yours truly,

Philip Phelan,
Chief, Training Division.

Miss M. S. Main,
3 Boylston Street,
Amherst, N. S.

Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 4)
School Files
PUBLIC ARCHIVES
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CANADA

Ottawa,
July 27, 1938.

Dear Sir:

With reference to your letter of the 11th instant we have forwarded to you a copy of our annual report for the fiscal year ended March 31, 1937. This is the last report that we have published. I trust that it gives the information that you require, but if not please let me know what additional information you need.

Yours truly,

Philip Phelan,
Chief, Training Division.

A. M. Campbell, Esq.,
Statistician,
Department of Education,
Toronto, Ont.

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CANADA

Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 4)
School Files

REC'D 3 '38

Cairntown, Ont.
Aug. 1, 1938.

The Deputy Minister,
Indian Affairs
Dept. Mines & Resources,
Parl. Buildings.
Ottawa.

Dear Sir:

Will you please send me the form giving particulars as to Opening and Closing and the Holidays in Indian Day Schools?

Thanking you, I Remain.

Yours truly
James L. Fielder.

Sent 9/8/38
L.D.

PUBLIC ARCHIVES
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Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 4)
School Files

POOR COPY

OCS

Ottawa,
August 6, 1938.

ANNUAL REPORT

Welfare and Training Division

For the Fiscal Year ending March 31, 1938.

TRAINING

Indian Day Schools were constructed during the year at the following Reserves:

Christian Island, Ontario
Restigouche, Quebec
Port Simpson, British Columbia
Kinistino, Saskatchewan
Bloodvein, Manitoba

These schools, with the exception of Kinistino where a school was established for the first time, were built to replace buildings which, in recent years, had become wholly unsuitable for educational purposes.

It is estimated that the increase now taking place in the Indian School population will necessitate the construction of at least ten one-room Day Schools annually, or five Day Schools and one Residential School with accommodation for one hundred and fifty pupils, if the present policy of making provision for pupils in Day and Residential Schools is continued.

Steadily increasing emphasis has been placed throughout the year on the importance to the pupil of manual training and vocational instruction. Residential Schools are now equipped to provide worth while instruction in agriculture, gardening, carpentry work, boat building, tailoring, dressmaking, cooking, hand loom weaving and physical culture. These studies are combined with the regular courses of study supplied by the Provincial Departments of Education. In the cases of Indian pupils, however, and particularly those pupils who intend to establish themselves on Reserves, the tendency at present is to provide a practical course of study with less emphasis on academic subjects.

The one-room, ungraded rural school is, in most cases, a poorly equipped educational unit. In the absence of basement accommodation it is almost impossible to promote a programme of vocational instruction. It is the policy of the

Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 4)
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ARCHIVES PUBLIQUES
CANADA

Department, however, to provide basement accommodation suitable for vocational instruction at all Day Schools constructed in the future. The fact that there are difficulties to be overcome in the case of the older schools does not mean that at these schools vocational instruction is wholly neglected. Indian Day School teachers frequently, at their own request, are supplied regularly with dressmaking material, yarn, tools for gardening, garden seeds and lumber for wood working projects. The fact that requests for these supplies have been multiplying during the year is an indication of one of the most encouraging tendencies in educational effort among our Indian population.

WELFARE

A special welfare programme was organized by the officials of the Welfare Division early in the year. This programme was designed to re-establish Indians, and particularly Indians in receipt of relief allowances, on a self-supporting basis.

The sum of $150,000.00 was set apart from the regular Welfare appropriation voted by Parliament for the promotion of projects and the purchase of supplies. An attempt was made by the field officials to give particular attention to Reserves where unemployment was most in evidence and where relief expenditures appeared to be increasing. The most urgent needs of the Indian population on each Reserve determined almost wholly the scope and details of the programme. Under the direction and supervision of Indian Inspectors and Agents live stock, farm machinery and tractors were purchased and supplied to Indians. A number of the unemployed were engaged in cutting pulp wood, cleaning land, boat building and in the construction of root houses.

Twelve tractors were purchased during the year. These tractors remain the property of the Department but are placed at the disposal of Indian Bands and are operated under the personal supervision of our farm instructors.

A number of surveys have been undertaken and completed in the northern regions of the Prairie Provinces with the object of securing from the Provincial Governments areas of land suitable for the propogation of muskrat and other fur-bearing animals. An area has been secured from the Government of Quebec which will enable the Department to proceed with the development of an area suitable for beaver in the territory lying south and east of James Bay.

It is gratifying to state that despite the crop failure ~~of~~ the Provinces of Saskatchewan and Alberta the results of the special programme have been satisfactory and

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CANADA

Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 4)
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encouraging. It must be borne in mind, however, that the rehabilitation of the Indian population calls for the exercise of patience and perseverence and is a process that cannot be unduly hurried. It is significant that the majority of young Indians are at this time anxious to establish themselves on Reserves. It is the policy of the Department to encourage this tendency and to make life on the Reserves as attractive and as satisfying as it is possible to make it.

H. A. Hoey,
Supt. of Welfare & Training.

Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 4)
School Files

PUBLIC ARCHIVES
ARCHIVES PUBLIQUES
CANADA

I /

Ottawa, August 6, 1938.

ANNUAL REPORT

Welfare and Training Division

For the Fiscal Year ending March 31, 1938.

TRAINING:

A table of pupil enrolment and attendance follows:

	Residential Schools		Day Schools		Total		
Fiscal Year	Enrolment	Average Attendance	Enrolment	Average Attendance	Enrolment	Average Attendance	Percentage of Attendance
1928-29	7,075	6,282	8,272	4,976	15,347	11,258	73.35
1929-30	7,309	6,476	8,441	5,103	15,748	11,579	73.55
1930-31	7,531	6,917	8,884	5,314	16,415	12,231	74.51
1931-32	8,213	7,400	8,950	5,707	17,163	13,107	76.36
1932-33	8,465	7,613	8,960	5,874	17,425	13,479	77.40
1933-34	8,596	7,760	8,852	5,592	17,448	13,352	76.52
1934-35	8,709	7,882	8,851	5,560	17,560	13,442	76.54
1935-36	8,906	8,061	9,127	5,788	18,033	13,849	76.79
1936-37	9,040	8,176	9,157	5,790	18,197	13,966	76.74
1937-38	9,238	8,191	9,510	5,978	18,748	14,239	75.99

Indian Day Schools were constructed during the year at the following Reserves:

Christian Island, Ontario
Restigouche, Quebec
Port Simpson, British Columbia
Kinistino, Saskatchewan
Bloodvein, Manitoba.

These schools, with the exception of Kinistino where a school was established for the first time, were built to replace buildings which, in recent years, had become wholly unsuitable for educational purposes.

It is estimated that the increase now taking place in the Indian School population will necessitate the construction of at least ten one-room Day Schools annually, or five Day Schools and one Residential School with accommodation for one hundred and fifty pupils, if the present policy of making provision for pupils in Day and Residential Schools is continued.

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vocational -

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It is gratifying to state that despite the crop failure in the Provinces of Saskatchewan and Alberta the results of the special programme have been satisfactory and encouraging. It must be borne in mind, however, that the rehabilitation of the Indian population calls for the exercise of patience and perseverence and is a process that cannot be unduly hurried. It is significant that the majority of young Indians are at this time anxious to establish themselves on Reserves. It is the policy of the Department to encourage this tendency and to make life on the Reserves as attractive and as satisfying as it is possible to make it.

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1-1-1

R

Dept of Indian & Northern Affairs
AUG
OFFICE OF THE
DEPUTY MINISTER

BATHURST, N.B.
August 8,1938.

Dept. of Indian Affairs Branch
AUG 13
RECORDS

DEPARTMENT of the INTERIOR,
OTTAWA,ONTARIO.

SIRS:

Would you be so kind as to tell me where I can obtain information concerning Indian and Eskimo schools?

Thanking you in advance,I am,

Yours truly,

(Miss) Gilberte Roussell

Box 119,
Bathurst,N.B.

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CANADA

Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 4)
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1-1-1

Ottawa,
August 16, 1938.

Dear Madam:

In response to your request I am sending forward herewith Report of the Deputy Superintendent General of Indian Affairs for the year ended March 31, 1936.

May I direct your attention particularly to Page 14 of this report. You will find there an outline of the Government's educational programme. I may state that there are no schools in the Dominion recognized as Eskimo Schools. The Eskimoes in the Northwest Territories attend the Residential Schools operated by the Department of Indian Affairs.

Yours truly,

R. A. Hoey,
Supt. of Welfare & Training.

Miss Gilberte Rousselle,
P.O. Box 119,
Bathurst, N. B.

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& Overseas
Ezine and Newspaper
Contributor.

PHONE SAXTHORPE 31

E·R·YARHAM·F.R.G.S
MANOR FARM HOUSE
OULTON
NORWICH · NORFOLK

7TH. Nov., 1938.

The Secretary,
D..PT. OF INDIAN AFFAIRS,
Ottawa, Canada.

Dear Sir,

I am a Member of the Royal Society of Teachers, and a contributor to various educational publications.

I am interested in the work being done among the Indians from the point of view of education, and wondered if you would be good enough to let me have a selection of photographs, which I could use, bearing on this subject, and I would also be grateful if you could furnish me with any information about the latest developments.

If you can help me I feel sure I would be able to make good use of the data.

Thanking you very much,

Yours truly,

E R Yarham

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Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 4)
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1-1-1

Ottawa,
November 21, 1938.

Dear Sir:

With reference to your letter of the 7th instant I enclose a mimeographed copy giving a historical sketch of the Indian Affairs Branch. I also enclose a copy of the annual report of the Department for the fiscal year ended March 31, 1936. There is considerable information in this report which may be useful to you.

I regret that we have no photographs for distribution.

Yours truly,

R. A. Hoey,
Supt. of Welfare & Training.

E. R. Yarham, Esq., F.R.G.S.,
Manor Farm House,
Oulton,
Norwich - Norfolk,
England.

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Would you kindly send
us an old school
a book that tells all
about the history
if you have one in
French. Please send
one soon

To the
Kindness of
Secretary-Collector
St Edouard
Kent Co

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DUPLICATOR SUPPLIES
LIBRARY BOOKS
KINDERGARTEN MATERIAL
HANDICRAFT SUPPLIES
EDUCATIONAL MAGAZINES
ENTERTAINMENT MATERIAL

December 19th, 1938.

The Department of Indian Affairs,

Ottawa, Ont.

Attention of Mr. Sutherland.

Dear Sirs:-

We would appreciate receiving a list of all Indian Schools under the administration of the Department, with names of principals and postoffice addresses. We would like this to cover both residential and day schools.

We will be glad to have this at your earliest convenience.

Yours very truly,

MOYER SCHOOL SUPPLIES LIMITED

GES/LED. General Manager.

OVER FIFTY YEARS OF SERVICE TO CANADIAN

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Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 4)
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- C o p y -

Clarke, Ont.,
February 13, 1939.

Mr. Frank Rickard, M.P.,
Parliament Buildings,
Ottawa, Ont.

Dear Sir:

Hon. T. A. Crerar spoke over a network of Canadian stations on "Our Indian Wards". He briefly outlined some facts concerning the problem of rehabilitation of the Indian.

As a teacher and having some little experience with Indians on a neighbouring reserve, I write to you asking if you might procure further information on the Indian population.

I am chiefly interested in the progress being made in vocational education of Indian children and Indian handicrafts. Any literature on this subject would be greatly appreciated. Thank you.

Yours truly,

(sgd.) S. B. Rutherford.

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Minister's Office

1-1-1

MEMORANDUM

Feb. 18, 1939

THE DEPUTY MINISTER

Mr. W.F. Rickard, M.P., has handed me the attached letter addressed to him by Mr. S.B. Rutherford, Teacher, of Clarke, Ont., dated Feb. 13.

Will you please have a letter prepared to Mr. Rickard, for my signature, furnishing the fullest possible information on the subject matter of his correspondent's letter, returning the letter therewith.

L.J.F. Pratt
Private Secretary.

Encl.

P.S.- You might add to the letter that a copy of the Minister's radio talk, given Feb. 15th, on the subject- "The Rehabilitation of Our Indian Wards" is being sent him (Mr.Rickard) for his correspondent. WE WILL ATTACH.

Dr. McGill -
For draft reply as requested.

1-1-1

Ottawa, February 21, 1930.

Dear Mr. Rickard:

I am returning herewith letter received by you from S. B. Rutherford, teacher, Clarke, Ont.

I am sending forward to you, under separate cover, copy of the radio address delivered by the Minister on the evening of February 13 and also a summary of excerpts from reports of school inspectors for the month of January. These excerpts, you will note, deal rather fully with the provision that has been made during the last year or two for vocational training and instruction in handicrafts at our Indian day and residential schools.

Should you require additional information, I want you to feel free to communicate again with either this office or the Indian Affairs Branch.

Yours sincerely,

W. J. F. Pratt,
Private Secretary

W. F. Rickard, Esq., M. P.,
House of Commons,
Ottawa.

WJFP

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CANADA

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1-1-1

C O P Y - to be returned to Indian Affairs when letter is signed.

1-1-1

Ottawa, February 21, 1930.

Dear Mr. Rickard:

I am returning herewith letter received by you from S. B. Rutherford, teacher, Clarke, Ont.

I am sending forward to you, under separate cover, copy of the radio address delivered by the Minister on the evening of February 13 and also a summary of excerpts from reports of school inspectors for the month of January. These excerpts, you will note, deal rather fully with the provision that has been made during the last year or two for vocational training and instruction in handicrafts at our Indian day and residential schools.

Should you require additional information, I want you to feel free to communicate again with either this office or the Indian Affairs Branch.

Yours sincerely,

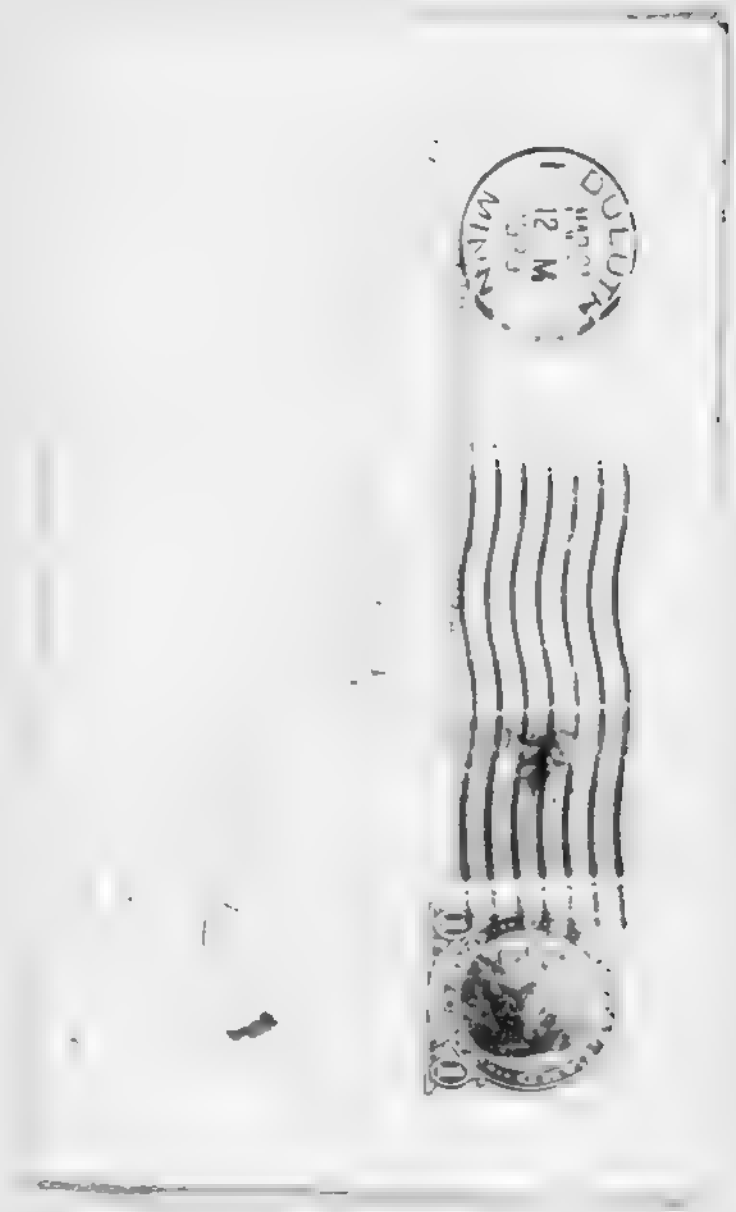
F. J. F. Pratt,
Private Secretary.

W. F. Rickard, Esq., M. P.,
House of Commons,
O t t a w a.

RAH

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ARCHIVES PUBLIQUES
CANADA

Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 4)
School Files



Indian Affairs, Vol. [illegible], Volume [illegible], File 1-1-1, Part 1
Census Files

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ARCHIVES PUBLIQUES
CANADA



Indian Affairs, ... 10, Volume ... 1, File 1-1-1, part ...)
Denbow Files

PUBLIC ARCHIVES
ARCHIVES PUBLIQUES
CANADA

1-1-1

Ottawa, March 24, 1939.

Dear Sir:

With reference to your post card of the 20th instant, I am enclosing herewith departmental report for the year ended March 31, 1938.

The following are the Indian residential and day schools operated by the Department in the Lake of the Woods area:-

Residential

School	Principal	Post Office Address
Cecilia Jeffrey	Mr. E. W. Byers	Kenora, Ont.
Kenora	Rev. J. Lemire	" "
Fort Frances	Rev. P.Chatelain,O.M.I.	Fort Frances

Day Schools

Whitefish Bay	Mr. A. LaFleche	Whitefish Bay, Ont.

Yours truly,

R. A. Hoey,
Supt. of Welfare & Training.

Mr. A. R. LeBlue,
310 West Third Street,
Duluth, Minnesota, U. S. A.

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CANADA

Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 4)
School Files

1-1-1

TELEPHONE
JDSON 7696

The House of Am-Lu.

PROFESSIONAL UNIFORMS
388 EGLINTON AVE. WEST
TORONTO. ONT.

April 29th 1939 MAY 2-

The Department of Indian Affairs
Ottawa. Ont

Dear Sirs,

We have written your department three times in the past month with a request for a list of the Schools of the department throughout the Dominion.

At the time of writing this letter no answer has be received from you, either giving us the desired list or stating a reason for the refusal of same.

This is to inform you that unless some action is forth coming in the near future we shall be obliged to write to the Prime Minister personally to enquire the reason for the silence of your department.

Kindly give this your prompt attention

and oblige

Yours truly,

A. M. Boyd.

Amy Miles Boyd . Pres. and Manager.

PUBLIC ARCHIVES
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CANADA

Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 4)
School Files

Ottawa,
May 3, 1939.

Dear Madam:

With reference to your letter of the 29th ultimo our records have been carefully searched and no trace can be found of the three letters which you state you have forwarded to us in the past month. I should appreciate knowing the dates of these letters and to whom they were addressed.

It is not our practice to supply a list of Indian schools except to a charitable organization such as the Red Cross.

However, in the annual report of this Department issued yearly the post office address of the residential schools is given. If you desire one of these reports please let me know.

Yours truly,

R. A. Hoey,
Supt. of Welfare & Training.

Miss Amy Miles Boyd,
President and Manager,
The House of Am-Lu,
388 Eglinton Ave. West,
Toronto, Ont.

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CANADA

Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 4)
School Files

(London - England)

THE TIMES, [redacted], May 15, 1939.

THE FIRST PEOPLE

SURVIVAL OF INDIAN LIFE

HAIL TO "GREAT FATHER"

By DUNCAN CAMPBELL SCOTT, C.M.G., Litt.D.

THE original Canadians, the Indians, will contribute a special quality to the general welcome accorded their Majesties. They are inheritors of a tradition which is perpetuated not only in formal "treaties" but in memory also. The King was the Great Father of the Indians who was mindful of his children, to whom they could look for justice, who was the source and guardian of their charter of rights and privileges.

This tradition will stir the minds of the Iroquois to recall the eighteenth century, when they were allies of the Crown, a sovereign people in their own country. The Six Nations, the Iroquois Confederacy, were then, as they are now, the exponents of all that is admirable in the Indian character and there are a few who still think of alliance as the basic relationship But only a few; it took the stern realities of the Revolutionary war and all the struggle to establish and maintain themselves on the Grand River to make them realize that they were subjects of the Great Father and no longer partners in sovereignty. The idea of a law stronger than their own tribal laws prevailed and spread abroad wherever contact was made with aborigines, and we can quote the words of a prairie chief, spoken in 1876: "Have compassion on the manner in which I was brought up; long ago it was good when we first were made. I wish the same were back again. But now the law has come and in that I wish to walk."

Any estimate of the population of the territories covered by the Dominion of Canada when the white man first explored the country is conjectural, but the most trustworthy places the number at 220,000. The reliable census of the present gives us a total of 114,000.

COLONIAL PRECEDENT

The vicissitudes of the race in the intervening years have been so many and so severe that its preservation is a tribute to its strength. Maladjustment between aboriginal and civilized customs, disease in violent form, the hazards of a nomad life have all taken toll. But it can now be reasonably asserted that the Indians of Canada will not perish through years of gradual decline in loss of character and stamina. That assertion may be supported by a survey of the policy of the Dominion Government adopted from British Colonial precedents, which stresses the education of the Indian, his protection while in a state of tutelage, and which acknowledges and assists missionary endeavour and experiment both in education and christianization

Every thread of that policy and the spirit of the Indian Act, that Dominion Statute which established the legal status of the Indians point to that end. It was a wise provision of the British North America Act which gave to the Dominion the power to legislate for Indians; this ensured a uniform administration. Descent was fixed in the male line, which disposed of doubt as to the legal status of any individual and Indian Reserve lands were protected from the pressure of encroaching settlers

The Indian Reserve is in fact the foundation of Indian policy. The special areas set apart by agreement between the Crown and the Indians cannot be alienated without the consent of both parties. While enjoying freedom to go and come, to acquire property elsewhere and to use all his faculties in a larger life, the Reserve has given the Indian a needed sense of security

In the older Provinces, after more than a century and a half, the results of the policy are evident. In Ontario and Quebec the highest type of the Indian social unit and of the individual life is worthy of comment. We find reserves developed for agriculture and stock-raising or as village communities; and everywhere we find individuals actively engaged in our cities and towns. They enter the professions, teach in both white and Indian schools, fill clerical positions in the public service and in business; they are expert workers in the construction of bridges and buildings where steel is used, they are valued as domestic servants, and, in fact, are to be discovered in every walk of life

THE FINAL CHANGE

The word "discovered" is used advisedly, for these Indians speak English or French fluently and often can hardly be distinguished by physical characteristics from their fellow-Canadians. They are imitative and quick to adapt themselves to modern conditions. They own and operate automobiles and agricultural and domestic machinery; and the telephone, the radio, and the gramophone are in common use. There is, of course, derogation from the highest standard, but it is well maintained and at the lowest level the Indian does not fall below the white.

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CANADA

Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 4)
School Files

Several of these Indian communities and many individuals are now ready for the full responsibilities of citizenship. The Indian Act provides for this final change. numbers have given up their Indian status; many more are deterred by the conviction that government guardianship is a positive benefit.

When we look to the west, to the Prairie Provinces where the relationship has existed for only about 75 years, we find different but not discouraging conditions. The Indians east of the Great Lakes never had to face such a major catastrophe as disappearance of the buffalo; and the Government never had to provide suddenly for them a food supply and a method of livelihood

But in the west these problems confronted both parties and had to be solved quickly. The Government provided rations and the Indians had to become accustomed to eat bacon and flour. Instruction in farming and ranching was introduced and lavishly supported, and the Indians, whose physique and habits were ill-adapted for labour, had to become inured to novel hardships. But the result has been, upon the whole, a success which can be measured by millions of bushels of grain poured into the elevators and thousands of cattle marketed or consumed by the Indians.

The natives of British Columbia are, anthropologically, the most interesting of the Dominion Indians. They are a mountain and sea people, and in their primitive state possessed the vigorous qualities which come from these environments. They have deteriorated now and are fighting what may be a losing battle with our civilization, which in some of its most degrading features has treated them cruelly. It is beyond the scope of this article to deal with the subtle characteristics of the social systems of the Northern tribes or to set forth the mastery with which they put their natural assets to practical use, or to dwell upon their desire for something beyond the practical which resulted in unique carving and ornamentation by pigment or by other means upon even the most humble of their utensils

Very little can be recorded of progress among the hunting and fishing Indians — that large division which supplies the market with furs. Their children are in boarding schools and medical attendance and hospitals are freely provided, but they are subject to all the vicissitudes of the chase and to the competition of white hunters. Progress under these conditions is imperceptible, but the administrative outlook is enlightened and sympathetic and the effort to add a permanent supply of buffalo meat to the native food stocks is one of the most interesting of later developments.

An educational system covers all the provinces and has the assistance of the religious denominations interested in the christianization of the Indians. The work of day and boarding schools is carried on in modern, well-equipped buildings by qualified teachers. Results in the Eastern Provinces are gratifying and, allowing for inherent difficulties, the degree of success is noticeable even among Indians whose forebears were nomadic.



An Indian chieftain as he will appear when he rides to Banff to welcome their Majesties.

A highly proficient, professional medical service has been developed, and proved methods for the prevention and cure of tuberculosis are generally applied and trachoma is being controlled. The instruction of prospective mothers and care of children in their first days and years has resulted in the decrease of infant mortality. Many well-equipped hospitals have been established on reserves and a determined effort is being made to save the race by scientific methods adapted to the special field of operation.

This review will not have failed to give an impression of native tribes surviving with a reasonable hope of permanence and with the destiny of final disappearance as a distinct class; not through a process of neglect and decay, but by gradual increase of capacity for civilized life and by mergence with the population of the Dominion.

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Indian Affairs. (RG 10, Volume 6002, File 1-1-2, part 4)
School Files

from THE TIMES, London, England,
May 15, 1939.

THE FIRST PEOPLE

Survival of Indian Life

Hail To "Great Father"

—by Duncan Campbell Scott, C.M.G., Litt.D.

The original Canadians, the Indians, will contribute a special quality to the general welcome accorded their Majesties. They are inheritors of a tradition which is perpetuated not only in formal "treaties" but in memory also. The King was the Great Father of the Indians who was mindful of his children, to whom they could look for justice, who was the source and guardian of their charter of rights and privileges.

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Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 4)
School Files

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Every thread of that policy and the spirit of the Indian act, that Dominion Statute which established the legal status of the Indians point to that end. It was a wise provision of the British North America Act which gave to the Dominion the power to legislate for Indians; this ensured a uniform administration. Descent was fixed in the male line, which disposed of doubts as to the legal status

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Indian Affairs. (RG 10, Volume 6004, File 1-1-1, part 4)
School Files

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The Indian Reserve is in fact the foundation of Indian policy. The special areas set apart by agreement between the Crown and the Indians cannot be alienated without the consent of both parties. While enjoying freedom to go and come, to acquire property elsewhere and to use all his faculties in a larger life, the Reserve has given the Indian a needed sense of security.

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Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 4)
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- 3 -

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TELEPHONE
HUDSON 7696

The House of Am-Lu.

PROFESSIONAL UNIFORMS
388 EGLINTON AVE. WEST
TORONTO, ONT.

Indian Affairs Branch.
MAY 29 1939
RECORDS

May 27th 1939.

Department of Service and Training.
Indain Affairs Branch.
Ottawa.

Dear Sirs,
Attention Mr. R. A. Hoey.

We beg to acknowledge receipt of your favour of the 3rd inst, and owing to absence of the writer is the reason for long intervalbefore answering same.

It is not correct to say that you donot furnish the lists required to others for necessary information, because the writer personally has on no less than two occasions when in the West had the same suplied without a murmur or with the delay that has occurred in this case.

Kindly be so good as to furnish same by return of mail, or I shall not hesitate to take the matter to the powers that be.

Yourstruly,
A. Boyd
The House of Am Lu.

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School Files

1-1-1

Ottawa, May 30, 1939.

Dear Madam:

In response to the request contained in your letter of the 27th instant, I am sending forward herewith the report of the Indian Affairs Branch for the fiscal year ended March 31, 1938.

You will note that a list of Indian day and residential schools, with the name and post of ice address of the teacher in each case, is included in this report.

Yours truly,

R A Hoey,
Supt. of Welfare & Training.

Miss Amy Miles Boyd,
President and Manager,
The House of Am-Lu,
388 Eglinton Avenue West,
Toronto, Ontario.

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Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 4)
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1-1-1

Ottawa, June 2, 1939.

My dear Professor McIlraith:

I have discussed with the officials here the names of certain school inspectors who might be prepared to present a paper on Curricula for Indian Schools at the Seminar Conference on September 4 - 16.

I am of the opinion that Inspector A. E. Wescott, 5543 Queen Mary Road, Montreal, would prove very acceptable to lead a discussion such as the one we have in mind. Inspector Wescott has been for a number of years charged with the responsibility of inspecting the large consolidated Indian day schools on the Caughnawaga reserve and the Indian day schools on the St. Regis reserve. Both of these reserves, I may state, are in the province of Quebec.

I have not communicated with Inspector Wescott with respect to the matter, but I feel confident he will be available.

Yours very sincerely,

R. A. Hoey,
Supt. of Welfare & Training.

T. F. McIlraith, Esq.,
Professor,
Department of Anthropology,
University of Toronto,
T o r o n t o, O n t.

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Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 4)
School Files

DCD SAFETY FILM

University of Toronto
TORONTO 5, CANADA

DEPARTMENT OF ANTHROPOLOGY

June 7, 1939

R. A. Hoey Esq.
Welfare and Training service,
Indian Affairs Branch,
Ottawa,

Dear Mr. Hoey:

I thank you so much for your helpful letter of the 2nd which has just reached me in camp at Aylmer, Ont., where we are excavating an Indian site.

When we are able to send out the invitations, which will be within a few days, I shall be most happy to write Mr. Wescott who will, I am sure, be most acceptable.

I must apologize for this longhand letter, but I find it too difficult to cope with my type-writer in a small tent.

Yours sincerely,
T. F. McIlwraith

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University of Toronto
TORONTO 5, CANADA

DEPARTMENT OF ANTHROPOLOGY

June 21, 1939

R. A. Hoey, Esq.,
Indian Affairs Branch,
Department of Mines & Resources,
Ottawa.

Dear Mr. Hoey:

The draft programmes are now ready, and accordingly I am sending one to each of those whom we hope to have as members of the conference -- and, of course, especially to those who are to speak. I enclose your copy, reminding you that we are looking forward to hearing you on September 8 on Economic Problems of the Canadian Indian.

I am looking forward very much to the conference, and hope to have the pleasure at that time of some informal discussions with you.

With kind regards,

Yours sincerely,

T. F. McIlwraith

TFM/T

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1-1-1

Ottawa, June 28, 1939.

My dear Professor McIlwraith:

I have for acknowledgment your letter of the 21st instant and also draft copy of Seminar Conference programme, enclosed therewith.

It is my hope that I shall be able to attend the conference in the afternoons of Thursday September 7, Friday September 8 and Saturday September 9. I shall be glad to make arrangements, also, whereby Mr. Phelan, Chief of the Training Division, will be present on Wednesday, Thursday and Friday, September 13, 14 and 15, when the problems of Indian education are up for discussion.

Yours sincerely,

R. A. Hoey,
Supt. of Welfare & Training.

T. F. McIlwraith, Esq.,
Professor of Anthropology,
University of Toronto,
T o r o n t o, Ont.

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WELFARE AND TRAINING SERVICE

TRAINING

A table of pupil enrolment and attendance follows:

Fiscal year	Residential Schools		Day Schools		Total		
	Enrolment	Average Attendance	Enrolment	Average Attendance	Enrolment	Average Attendance	Percentage of Attendance
1929-30	7,302	6,476	8,441	5,103	15,743	11,579	73.55
1930-31	7,831	6,917	8,584	5,314	16,415	12,231	74.51
1931-32	8,213	7,400	8,950	5,707	17,163	13,107	76.36
1932-33	8,465	7,613	9,060	5,874	17,498	13,478	77.40
1933-34	8,596	7,760	8,852	5,592	17,448	13,[illegible]	78.[illegible]
1934-35	8,709	7,882	8,851	5,560	17,560	13,442	76.54
1935-36	8,906	8,061	9,127	5,788	18,033	13,849	76.79
1936-37	9,040	8,176	9,257	5,790	18,297	13,966	76.34
1937-38	9,253	8,191	9,510	5,378	18,763	14,[illegible]	75.[illegible]
1938-39	9,179	8,[illegible]76	9,576	6,[illegible]32	18,[illegible]	14,[illegible]08	77.36

Day schools were constructed during the year at the following reserves:

Caughnawaga, Quebec; New Credit, Rabbit Island, and Caradoc, Ontario; Berens River, Island Lake, and Little Saskatchewan, Manitoba; Ahtahkakoops, Saskatchewan; Pemberton, Bella Bella and Bella Coola, British Columbia;

At Rabbit Island and Caradoc, Ontario, and at Pemberton, British Columbia, schools were established for the first time; the other seven schools were constructed to replace buildings that had become totally unsuitable for educational purposes.

Educationists in this and other countries continue to stress the need for practical and vocational training. The need of the Indian pupil for this form of instruction is even greater than that of the white pupil. Labour opportunities for him during the years that lie immediately ahead must follow relatively simple lines, such as farming, stock-raising, logging, fishing and hunting and trapping. The opportunities existing at present for Indians to enter the professions are in no sense encouraging.

An attempt has been made during the year to encourage a number of pupils who would ordinarily proceed with high school studies to take up vocational courses such as the diploma courses in agriculture and courses in auto mechanics and domestic science.

In addition to the regular vocational courses, for which provision has now been made at practically all day and residential schools, special courses have been organized, largely by way of experiment, at a number of Indian schools. At Caughnawaga, classes in hand-loom weaving have been organised. The girls engaged in this project have been successful in producing hand-loom woven ties, scarves and shopping bags. There appears to be a steadily increasing market for these

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products. At the Qu'Appelle Residential School, Lebret, Saskatchewan, and at the Morley School, Alberta, two mink farms have been established. There has been a feeling for some time on the part of residential school principals that the care and feeding of fur-bearing animals should form part of the training provided at Indian schools. At the Brandon Residential school a group of students, under the direction of the Principal, are engaged in a bee-keeping experiment. This experiment is likely to provide practical training for the boys and an adequate supply of honey for the institution.

At the Mount Elgin Institute, Muncey, Ontario, the pupils have responded enthusiastically to the wrought metal projects which have formed part of their studies during the year.

Indian Education - Expenditure for Year 1938-39

	Day Schools	Residential Schools	General	Total
Nova Scotia	9,818.73	28,133.76	-	37,952.49
Prince Edward Isld.	882.26	-	-	882.26
New Brunswick	16,226.97	-	-	16,226.97
Quebec	56,977.25	7,471.37	-	64,398.62
Ontario	106,571.85	256,901.65	-	363,473.50
Manitoba	60,421.60	159,884.18	-	220,305.78
Saskatchewan	37,812.79	272,308.79	-	310,121.58
Alberta	1,802.51	307,941.02	-	309,743.53
British Columbia	69,501.52	312,575.27	-	382,076.79
Northwest Territories	1,576.08	36,416.80	-	37,992.58
Yukon	2,861.70	18,014.43	-	20,876.13
Assistance to Ex-pupils			1,672.92	1,672.92
Freight and Express			55.98	55.98
Salaries and Travel			15,751.89	15,751.89
Stationery			38,084.65	38,084.65
Tuition			26,416.65	26,416.65
Miscellaneous			122.02	122.02
	364,403.26	1,539,646.97	82,104.11	1,846,154.34

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WELFARE

Last year legislation making provision for the establishment of a revolving fund was passed by Parliament. Bands or groups of Indians can, by assuming collective responsibility, secure loans from this fund for the purchase of farm machinery, live stock, etc. Loans secured from this fund, which cannot exceed the sum of $100,000 per annum, are repayable over a five-year period. Seventeen applications from groups of Indians were approved during the year, involving advances amounting to $35,838. With the single exception of the Abenakis band, the members of which secured a loan for a basketry project, these loans are being used for the clearing of land and the purchase of farm equipment. Thirteen fully equipped community farms, supplied with equipment in whole or in part from this fund, are now in operation in the prairie provinces.

Agricultural returns from Indian reserves, with one or two exceptions, have been more encouraging than they have been at any time in recent years. This is particularly true of returns from the prairie provinces, where a number of reserves were supplied with farm machinery, live stock, etc., from the welfare vote of last year. It is encouraging to note that there was a reduction in relief costs immediately following the harvest season. On the Blood reserve, in southern Alberta, with a population of 1,300 Indians, the grain threshed this year amounted to 255,000 bushels. The community farm on the Cote reserve, Pelly, Saskatchewan, with an Indian population of 354, one of the first farms of its kind organized under the welfare programme last year, produced 11,000 bushels of grain and 2,800 bushels of potatoes.

The following is a statement of welfare expenditures, by provinces, for the years 1937-38 and 1938-39, showing the increase or decrease in each case:

Province	1938-39	1937-38	Compared with 1937-38 Increase	Decrease
Nova Scotia	72,241.28	73,197.71	-	956.43
Prince Edward Island	8,347.68	9,008.73	-	661.15
New Brunswick	61,503.32	57,827.72	3,675.60	-
Quebec	206,092.56	209,168.45	-	3,075.89
Ontario	143,539.93	139,086.00	4,453.93	-
Manitoba	114,396.71	125,911.66	-	11,514.95
Saskatchewan	103,934.41	139,308.98	-	29,374.57
Alberta	90,998.16	133,890.36	-	42,892.20
British Columbia	102,350.72	112,398.45	-	10,047.73
Northwest Territories	26,781.45	26,892.30	-	110.85
Yukon	9,907.02	10,040.18	-	133.16
Triennial Clothing	1,717.28	4,174.34	-	2,457.06
Miscellaneous	31,432.27	14,886.62	16,545.65	-
	979,242.79	1,056,791.55	24,675.18	101,224.01
Net Decrease	76,548.83			

70.732.01

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HANDICRAFT

Handicraft projects have been organized on eastern reserves where relief costs were high and where the agricultural resources were either limited or non-existent. These projects have been particularly successful at St. Regis, Caughnawaga and Pierreville, Quebec, and at Muncey, Ontario. During the period under review, a number of worthwhile Indian handicraft exhibits have been organized and placed on display at Ottawa, Montreal and Vancouver.

In the promotion of Indian handicraft projects, the present policy is to emphasize quality production on the reserves and b the establishment of a sample room and wholesale ware-house at Ottawa guarantee continuity of supply to the wholesale and retail trade.

Most of the large commercial houses do their buying months in advance of the actual sale of the goods, and were not in a position to place orders immediately following the establishment of the ware-house. (Twenty-five thousand dollars ($25,000) worth of goods were sold however toward the end of the year.)

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Ottawa, July 15, 1939.

Dear Mr. Marshall:

You will be interested to learn that Indian education in Canada and in the United States will be critically reviewed and discussed at a Seminar Conference, September 4 - 16, arranged by the Universities of Toronto and Yale.

I have been wondering if it would be possible for you to send forward a statement indicating the average salary paid in the province of Manitoba to teachers in charge of one or two room public schools. I have been informed on more than one occasion that there has been a substantial increase in the salaries paid public school teachers, but I have had nothing definite on the matter from the provincial authorities.

If you could, in addition to this, let me have some information with respect to the salaries paid in the other provinces, this information would be deeply appreciated.

With kindest personal regards,
I remain,

Yours very sincerely,

R. A. Hoey,
Supt. of Welfare & Training.

E. K. Marshall, Esq.,
Secretary,
Manitoba Teachers' Federation,
McIntyre Block,
Winnipeg, Manitoba.

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Manitoba Teachers' Federation

Quisque pro Omnibus

OFFICE: 518 McINTYRE BLOCK
PHONE 95 029
WINNIPEG
CANADA

GENERAL SECRETARY
E. K. MARSHALL
229 AUBREY ST., WINNIPEG
PHONE 35 910

summary -Bulletin #I - would be quite reliable. The information about our own Province is, of course, obtained from the teachers and would be a year sooner than the reports of Dr. Robbins. We get the information directly from the teachers or the majority of the teachers and in our experience we find the averages are practically the same as those derived from the complete reports of the Dominion Bureau of Statistics.

We cannot see much of an increase in the salaries of teachers in this Province, particularly in the rural areas and towns. It is true that the cities and suburban areas have had some restorations, but the one-room school is still in the doldrums.

We shall be very happy if any of this information is of value to you. May I say that I am very pleased to hear from you and shall be glad if at any time I can forward any information in which you might be interested.

Yours very truly

MANITOBA TEACHERS' FEDERATION

LKM/JMR Per E. K. Marshall
General Secretary

I suppose you know that Dr. Fletcher is retiring in September. We are all very sorry to see him leave the office which he occupied so long and! and! distinction. Mr Laidlaw retired in June after a long and distinguished career in education.

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Manitoba Teachers' Federation

Quisque pro Omnibus

OFFICE: 618 McINTYRE BLOCK
PHONE 95 029
WINNIPEG
CANADA

GENERAL SECRETARY
E. K. MARSHALL
229 AUBREY ST., WINNIPEG
PHONE 35 910

July 18th.
1939.

Department of Mines & Resources
Indian Affairs Branch
AUG 4 1939
REGISTERED

Honorable R.A.Hoey
Superintendent of Welfare
and Training,
Department of Mines and Resources
Ottawa, Ontario.

Dear Mr. Hoey:

I have your letter of July 15th. in connection with salaries paid to teachers in this Province.

I am sending to you, under separate cover, a number of printed and mimeographed returns from which you might find an item or two that would be of interest.

According to our records, the average salary in the one-room rural school, according to contract, for 1938-39 was $539. This was an increase of $26. over 1937-38.

The average salaries paid in the two-room schools were $729. and $561. - the larger figure being for the Principals.

The highest salary paid in any one room rural school, to my knowledge, is $1000. and there are cases where teachers get less than $300.

The highest salary paid to the Principal in a two-room school is $1255. and the lowest $475. The highest paid to any assistant in a two-room school is $850. and the lowest $475.

It is difficult to make comparisons between Provinces. In some of them the residence is counted as part of the salary; in others the residence and fuel are not counted. However, in general, this would not make very much difference.

I have found the Dominion Bureau of Statistics quite reliable. We every year get information before the report is published, and we send out this information on mimeographed sheets to Teachers' Organisations in the different Provinces. This we get through the courtesy of Dr. Robbins. These sheets and the general

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Ottawa, August 3, 1939.

Dear Mr. Marshall:

Please accept my sincere thanks for your letter of July 18 and for the information relating to the salaries of public school teachers throughout the Dominion, which reached me in due course. I can assure you that your prompt action in sending forward this information is very much appreciated.

I was not aware until I received your letter that Dr. Fletcher was resigning in September. I know of no man who has made a greater contribution to the cause of human advancement in Western Canada than he has made during the last 35 or 40 years. He will certainly be missed, particularly by the teachers. If it is your intention as an association to recognize in any way his retirement from office, I should like to have the privilege of contributing to any presentation you might care to make.

With kindest personal regards,

I remain,

Yours very sincerely,

R. A. Hoey,
Supt. of Welfare Training.

E. K. Marshall, Esq.,
618 McIntyre Block,
Winnipeg, Manitoba.

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WINNIPEG

Oct.27,1939

OCT 30 1939

Department of Indian Affaris,

Ottata.

Gentlemen:

We will greatly appreciate if you will be good enough to mail us a list of Indian Residential Schools in Canada.

Yours truly,

KW.

Warkov,Safeer

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1-1-1

Ottawa, October 31, 1939.

Gentlemen:

As requested in your letter of October 27, I am enclosing herewith copy of list of Indian Residential Schools showing the name of the Principal and the post office address in each case.

Yours truly,

R. A. Hoey,
Supt. of Welfare & Training.

Warkov-Safeer,
215 Selkirk Avenue,
Winnipeg, Manitoba.

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451 Ridout St., 1-1-1
London, Nov 7. 1939

The Secretary,
Department of the Interior,
Indian Affairs Branch,
Parliament Bldgs.,
Ottawa.

Department of Mines and Resources
NOV
REGISTERED

Sirs:

Would you please send me what information you have available regarding the Indian schools. Chiefly on the matter of teachers, Inspectors, time of work, salaries, how appointments are made and what qualifications are demanded.

Thanking you. I am
Sincerely Yours
M. J. Lugge.

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POOR COPY

BOOKS TAKEN OUT BY MR. CYR, JANUARY 13, 1940

The Administration of Indian Affairs in Canada,

by Frederick H. ABBOTT, 1[illegible]

Geographic Board, Canada, 1912 HANDBOOK OF INDIANS OF CANADA, Published as an Appendix to the Tenth Report of the Geographic Board of Canada.

Reprinted by permission of Mr. F. W. HODGE, Ethnologist-in-charge

Reprinted under the direction of James White, F.R.S.C.S.

358 Wilbrod St., Ottawa.

Mr. H. CYR.

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People of the Plains

Report of Indian Affairs 1935 returned

" " " " 1937 "

taken by Mr. H. CYR. January 20, 1940

Return this book returned

" 17

" 1935 - 1937

Handbook of Indians of Canada returned

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POOR COPY

1-1-1

515 Toronto Street,
Winnipeg, Man.
Feb. 14,1940.

Feb 14



Messrs. Indian Affairs Branch of Govt.,
OTTAWA, Ontario.

Dear Sirs:-

I would appreciate receiving any information you could give me on the work done by the Indian Residential Schools in Western Canada, particularly what is taught the Indians, and any "follow-up" work that is done after the Indians have graduated.

I would also like to have information on the agreement made with the Church of England as to administration of the Indian Schools by them.

If you have any literature, etc., on the part played by the Hospitals in the lives of the Indians, I would thank you to kindly forward copies of same to me.

Your prompt attention to this matter would be appreciated, as the information is to be presented by my C.G.I.T. Group to the parents and Sunday School Teachers of the girls at a tea early in March.

Thanking you.

Yours very truly,

(Miss) M. McLetchie.

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Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 4)
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1-1-1

Ottawa, February 19, 1940.

Dear Miss McLetchie:

I have for acknowledgment your letter of the 14th instant, in which you request information with respect to the administration of Indian residential schools in western Canada.

I regret to state that we have not available at this date the particular information that you are anxious to secure. I may say, however, that we have 80 residential schools in the Dominion, with an enrolment of 9,179. Of these schools 21 are administered by the Anglican Church. The understanding with the Anglican and other churches is that the Government pays per capita grant, ranging beween $150 and $250, and that food, clothing, general administration and instruction are provided by the Churches.

In view of the limited time at your disposal, may I suggest that you communicate with Reverend T. B. R. Westgate, 38-43 The Bible House, 184 Alexander Avenue, Winnipeg, Manitoba. Doctor Westgate is Secretary of the Anglican Indian and Eskimo Residential School Commission and will, I feel confident, be in a position to supply you with all the information that you are anxious to secure.

Yours very truly,

R. A. Hoey,
Supt. of Welfare & Training.

Miss M. McLetchie,
515 Toronto Street,
Winnipeg, Manitoba.

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515 Toronto Street,
Winnipeg, Manitoba.

Feb. 23rd, 1940.



Messrs. Indian Affairs Branch of Govt.,
OTTAWA, Ontario.

Attention Mr. R.A. Hoey.

Dear Sir:-

I wish to acknowledge receipt of your letter of the 19th instant concerning Indian Residential Schools, and for which I thank you.

I have communicated with Reverend T.B.R. Westgate, of Winnipeg, and have been able to secure considerable information.

I would like to take this opportunity to thank you for your prompt attention to this matter, which is greatly appreciated.

Yours very truly,

M. McLetchie.

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MAR 16 1940

March 13, 1940.

AIR MAIL

The Secretary,
Indian Affairs Branch,
Department of Mines & Resources,
OTTAWA, Canada.

Dear Sir:-

We would greatly appreciate if you would be kind enough to forward us a list of the various Indian Residential Schools of Western Ontario and Western Canada; also noting on this list by whom these various schools are operated--whether Church, and what denomination; or whether they are operated privately. Also, the residential capacity of each school.

We have inquired from the Department of Indian Affairs here in Winnipeg and they advised us that you were the logical source from which to obtain this information. It would be much appreciated if you would furnish us with these details, with a minimum of delay.

Thanking you in advance for your kind co-operation, we are

Yours truly,

MID-WEST SOAP & SUPPLIES CO.

per .....

AB/AJ

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1-1-1

Ottawa,
March 19, 1940.

Gentlemen:

With reference to your letter of the 13th instant I enclose list of Indian residential schools in Canada, also the religious denomination under which they are operated.

If you desire to write to these schools you should in each case address the Principal, for instance, The Principal, Shubenacadie Indian Residential School, Shubenacadie, N.S.

Yours truly,

Philip Phelan,
Chief, Training Division.

The Mid-West Soap & Supplies Co.,
128 James Ave.,
Winnipeg, Man.

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To the Superintendent of
Indian Education.
Ottawa.

Honora Ont.
June 10/40

Dear Sir

As an old resident of Manitoulin Island and having gone through the Reserves many times since the early days I have always noticed that the Indians certainly do not appreciate the free education given them.
I must say that your plan of closing the Indian schools for an extra month is a very good one. In fact if the Indian schools were closed for a year perhaps they would appreciate their #122 Education when the schools opened again.
In some reserves I have often seen the Children of even the so called leaders the Chief and

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II.

Constable along with many others
Playing on the highway instead of being
in school. As to what the parents know
their children are in school and
they just shrug their shoulders and
say "they go sometimes" or else say
Indians don't have to go to school no-
body can make them go".
No matter what Reserve one drives
through he is sure to see children
of school age playing on the road.
It seems too bad when one thinks
of all the money paid each year
towards educating the Indians and
they do not take advantage of it.
I cannot see that the Indian will
ever be brought to the level of the
white man. Even the best educated
ones fall back.
A few years ago I happened to be
speaking to the late Fr. Pinpineau
who knew Indians very well.
I mentioned to him the fact that
the Indians were so neglectful in
sending their children to school.

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He told me that Indian children are let do pretty much as they please and that we must take the Indians as they are not as they should be. He said that many of them haven't even a clock in their homes. He laughed and said "Time means nothing to an Indian and when the children do go to school they never get there on time yet the parents are always complaining that the teacher never calls school on time".

I certainly do feel that you are doing the right thing in closing the Indian schools for a time at least to help win this war.

yours truly

Wm. Stevens.

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Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 4)
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Ottawa, June 19, 1940.

Dear Sir:

I desire to acknowledge receipt of your letter of the 10th instant and to thank you for the comments on our educational policy, contained therein.

You will be interested to learn that while certain groups of Indians still remain indifferent to the education of their children, the situation throughout the Dominion as a whole is more or less encouraging. I note that the average attendance for the last fiscal year amounted to 77.38%. This is a higher average attendance than the average attendance at public schools about 10 or 15 years ago. I certainly agree with you, however, that there is still room for improvement. It is my hope that by closing our schools during the month of September the attendance will steadily increase during the other months of the regular school year.

Yours truly,

R. A. Hoey,
Supt. of Welfare and Training.

Mr. Wm. Stevens,
H o n o r a,
O n t.

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School Files

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Indian Education - Expenditure for Year 1939-40

	Day Schools	Residential Schools	General	Total
Nova Scotia	12,570.82	29,690.14	-	42,260.96
Prince Edward Island	905,98	-	-	905,98
New Brunswick	18,215.73	-	-	18,215.73
Quebec	58,642.52	18,905.06	-	77,547.58
Ontario	111,732.93	292,402.37	-	404,135.30
Manitoba	62,199.09	176,577.38	-	238,776.47
Saskatchewan	49,056.78	294,158.20	-	343,214.98
Alberta	1,380.94	333,202.63	-	334,583.57
British Columbia	85,695.94	338,445.20	-	424,141.14
British Columbia Schools Vocational Instruction	-	-	9,943.88	9,943.88
Northwest Territories	1,375.59	45,242.68	-	46,618.27
Yukon	3,045.00	18,629.18	-	21,674.18
Assistance to ex-pupils	-	-	2,178.99	2,178.99
Freight and Express	-	-	1,137.54	1,137.54
Salaries and travel	-	-	15,949.61	15,949.61
Stationery	-	-	38,887.84	38,887.84
Tuition	-	-	34,682.36	34,682.36
Expended by Surveys and Engineering Branch for building and repairs to schools	-	-	276,463.00	276,463.00
Miscellaneous	-	-	236.23	236.23
	404,821.32	1,547,252.84	379,479.45	2,331,553.61

LM 4-8

WELFARE

Relief and welfare costs for the year indicate a reduction amounting to $[illegible],719.49 for the provinces of Prince Edward Island, Ontario, Manitoba, Saskatchewan and North West Territories and an increase amounting to $3[illegible]41.61 in the provinces of Nova Scotia, New Brunswick, Quebec, Alberta and British Columbia, or a net increase for the Dominion amounting to $5,527.72. Per capita costs have been as follows:- Nova Scotia $36.16; Prince Edward Island $32.84; New Brunswick $27.52; Quebec $16.37; Ontario $4.69; Manitoba $8.25; Saskatchewan $8.64; Alberta $8.75; British Columbia $4.52; North West Territories $6.17; and Yukon $9.15. It is significant that per capita costs range from $4.59 in British Columbia to $37.50 in New Brunswick. It would appear that despite slight advances in the price of a number of basic commodities - woollens, flour, etc. - relief costs remain low in the provinces where the Indians have at their disposal the lands and hunting and fishing concessions necessary for their support and remain high in provinces where such resources are limited or non-existent.

A steadily awakening interest in the improvement of home conditions has been in evidence throughout the year. A large number of Homemakers' Clubs have been organized under the direction of the Inspector of Indian Agencies for Saskatchewan and a number of somewhat similar groups have been organized in the Kwawkewlth and New Westminster agencies, British Columbia, in the Birtle and Fisher River agencies, Manitoba, and in the Six Nations agency, Ontario. The members of these groups meet monthly. The programs provided usually consist of worth-while projects such as knitting, dressmaking, fruit preserving, the canning of vegetables, lectures on health, sanitation, child care, etc. The officers of the Provincial Extension Services have willingly responded to the requests that have reached them to arrange seasonal programs and provide lecturers for these clubs.

The number of Indians seeking loans from the Revolving Fund has not been as large as might have been expected. Nineteen groups of Indians have been provided with loans amounting to $35,[illegible].70 from this fund. With the exception of two loans amounting to approximately $7,[illegible].00, secured by the Caughnawaga and Abenakis Indians of Quebec, all loans secured were used for the organization and promotion of collective farm projects in the Prairie Provinces. The largest single item of expenditure has been the amount necessary for the purchase and operation of tractors. Loans are authorized only after a thorough investigation of local conditions by the Indian agent and by the inspector and then only to responsible groups of Indians and in amounts not exceeding $5,[illegible].00 in each case.

The following is a statement of welfare expenditures by provinces for the year 1939-40:-

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Province	1939-40	1938-39
Nova Scotia	75,042.48	72,241.96
Prince Edward Island	7,534.59	8,347.83
New Brunswick	65,294.79	61,508.39
Quebec	210,956.06	206,022.56
Ontario	141,833.65	148,869.38
Manitoba	107,045.45	114,296.71
Saskatchewan	102,712.56	103,934.41
Alberta	95,425.52	90,[illegible].16
British Columbia	107,427.18	10[illegible].79
Northwest Territories	23,[illegible].13	26,781.45
Yukon	1[illegible],456.68	[illegible],207.[illegible]
Triennial Clothing	3,[illegible]5.06	1,717.[illegible]
Miscellaneous	24,910.13	31,4[illegible]2.27
	984,770.44	979,[illegible]41.79
Net Increase		[illegible],[illegible]7.[illegible]

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HANDICRAFT

Handicraft projects remain in the experimental stage and from a promotional standpoint have been confined almost wholly to the provinces of Ontario and Quebec. Experience indicates that exhibitions and displays, coupled with practical demonstrations by skilled handicraft workers, are an important factor in stimulating interest in Indian welfare and in the sale of handicraft products. Two exhibits and demonstration centres were organized during the year. The exhibit organized at the Canadian National Exhibition, Toronto, received wide publicity and appeared to be one of the most attractive exhibits on the exhibition grounds. The display was arranged in an attractive and suitable setting provided in the courtyard of the National Industries Building. Black ash and sweet grass baskets, carved figures, bark work, beaded moccasins and hand-wrought metal utensils, valued at $3,000.00, were sold. Forty Indians took part in the demonstration.

Six Indians took part in the exhibition and demonstration of handicraft work organized at Winnipeg and goods valued at $6,[illegible]0.00 were sold during the display, which covered the period from November 25 to December 21, 1938.

Indian handicraft projects, to be successful, impose upon the Department an obligation to provide constant supervision and this obligation has until now confined our efforts largely to reserves in Eastern Canada. Faulty workmanship and the failure of wholesale and retail marketing agencies to secure a constant supply of high standard quality handicraft products have in the past militated against the success of the Indian in building up his reserve industries. Only by constant and capable supervision can good workmanship and continuity of supply be guaranteed to a market which has grown steadily and encouragingly since the inception of this work three years ago.

Grants to Agricultural Exhibitions and Indian Fairs, 1938-40

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Quebec		
	Canadian Handicraft Guild, Montreal	$ 50.00
Ontario		
	Caradoc Fair and Ploughing Association	200.00
	Garden River Agricultural Society, Sault Ste. Marie	100.00
	Manitoulin Island Unceded Agricultural Society ...	150.00
	Indian Exhibits, Toronto Exhibition	450.00
	Oheweken Agricultural Society, Brantford	200.00
	Snake Island Agricultural Society, Georgina Island	50.00
	Thunder Bay " Association, Fort William	250.00
	Tyendinaga " Society, ...	100.00
	Field and Garden Prizes, Standing Crop Competition	548.50
	Ploughing Matches	681.65
	International Handicraft Festival	50.00
Manitoba		
	Garden Prizes, Birtle	14.00
	Manitoba Provincial Exhibition, Brandon	250.00
	Rossburn Agricultural Society, Rossburn, Man.	25.00
Saskatchewan		
	Garden Prizes, Battleford	25.00
	" " Carlton Agency Horticultural Fair .	25.00
	Prince Albert Agricultural Society, Prince Albert	400.00
	Regina Agricultural and Industrial Exhibition Association	400.00
Alberta		
	Calgary Exhibition, Calgary, Alberta	400.00
	Edmonton Exhibition Association, Edmonton	400.00
	Garden Prizes, Alberta	84.00
British Columbia		
	Armstrong Fall Fair, Okanagan	250.00
	Cowichan Agricultural Society, Duncan	50.00
	North and South Saanich Agricultural Association .	50.00
	Windermere and District Fall Fair, Kootenay	100.00
	Vancouver Fall Fair	300.00
		$8,[illegible].00

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C Vol. 6001

ANNUAL REPORT

Welfare and Training Service

For the Fiscal Year Ending March 31, 1942.

TRAINING

A table of pupil enrolment and attendance follows:-

	Residential Schools		Day Schools		Total		
Fiscal Year	Enrolment	Average Attendance	Enrolment	Average Attendance	Enrolment	Average Attendance	Percentage of Attendance
1930-31	7,881	6,917	[illegible]	[illegible]	10,415	[illegible]	74.51
1931-[illegible]	[illegible]	7,4[illegible]	[illegible]	5,7[illegible]7	[illegible]	[illegible]	[illegible]
1932-[illegible]	[illegible]	7,[illegible]	[illegible]	[illegible]	17,4[illegible]	[illegible]	7.43
1933-34	8,5[illegible]	7,76[illegible]	[illegible]	[illegible]	17,448	[illegible]	78.59
1[illegible]34-[illegible]5	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
1935-36	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	78.79
[illegible]-37	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
1937-[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
1[illegible]-3[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
1[illegible]-4	9,027	8,643	9,369	6,417	18,396	15,060	81.87

Day schools were constructed during the year at the following reserves: Salmon River, N.S.; Fel Ground, N.B.; Maria, (room) Que.; Vetagami, Mud Lake, (room) Six Nations and Tucker Creek, Ont.; Little Grand Rapids, Man.; Pig River, Sask.; Smithrove, Co ie[illegible], Kitlakdamix and Metlakatla, B. C. Schools were established for the first time at Vetagami, Ont., and at Pig River,(N.C.) Sask. The other schools were constructed to replace buildings that had become unsuitable for educational purposes.

The Ste. Catherine's day school, Cowichan Agency, B.C., is a consolidated four-room school with full basement accommodation for vocational instruction. About 1[illegible] pupils are conveyed to this school daily by bus. If successful, schools such as this may in the course of time displace a number of residential schools now operating on Indian reserves.

An unusually large number of residential schools were destroyed by fire during the year. Residential school

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buildings at Carcross, Yukon; Albany, James Bay, Ont., and Ahousaht, West Coast Agency, B. C., were totally destroyed. The boys' building at the Alert Bay residential school, Kwawkewlth agency, B. C., was partially destroyed and the Indian day school at Hunter's Point, Timiskaming Agency, Que., was totally destroyed. In view of these losses and others sustained from time to time, it is doubtful if in the future residential schools should be built other than those of fireproof construction.

There appears to be a growing awareness on the part of our Indian population of the direct relationship between worth-while secondary school courses - academic and vocational - and the ability of the members of the younger generation to establish themselves on a self-supporting basis. This awareness has led in recent years to a widespread demand for tuition grants. An arrangement has now been made whereby the first year high school course will be provided at a large number of Indian day schools. Assurances have been received from the Correspondence Branches of the provincial departments of education that they will be willing to co-operate with the Department in the promotion of these courses.

Indian day and residential schools in the provinces of Prince Edward Island, Nova Scotia, Ontario, Manitoba, Saskatchewan and Alberta are regularly inspected by public school inspectors and in the provinces of New Brunswick and British Columbia, by inspectors employed by the Department. The reports received from these officers indicate that courses of study have been adjusted to meet the peculiar temperament, outlook and needs of the Indian pupil. They indicate also that the teachers in charge of Indian schools with rare exceptions are fully qualified in a professional sense, deeply interested in the welfare and progress of their pupils and anxious to co-operate with Indian agents and farm instructors in the organization of women's clubs, the cultivation of subsistence gardens and general welfare work on the reserves.

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SUMMER SCHOOL AND EXTRAMURAL DEPARTMENT

1-1-1

THE UNIVERSITY OF WESTERN ONTARIO
LONDON, CANADA

September 3, 1940.

Department of Mines & Resources
SEP 6 1940

The Department of Indian Affairs,
Ottawa, Ontario.

Dear Sirs:

Will you kindly furnish me with a list of the teachers in the Indian Schools of Ontario with their addresses. If this is not available for the current year, would you kindly send me, if possible, the corresponding list of the names and addresses for 1939-40.

Thanking you, I am

Yours very sincerely,

H. R. Kingston

H. R. Kingston
Director of Summer School
and Extramural Department

HRK/H

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SUMMER SCHOOL AND EXTRAMURAL DEPARTMENT

THE UNIVERSITY OF WESTERN ONTARIO
LONDON, CANADA

September 16, 1940.

The Director,
Department of Indian Affairs,
Parliament Buildings,
Ottawa, Ontario.

Dear Sir:

On September 3rd I wrote regarding the possibility of obtaining a list of the teachers in the Indian Schools of the Province of Ontario and their addresses. I fear my letter has gone astray and therefore I am writing you again.

I expect the above list for the current year is not available but in that case I should be grateful to receive last year's list of names and addresses.

Thanking you for anything you may be able to do for me in this regard, I am

Yours very sincerely,

H. R. Kingston

H. R. Kingston
Director of Summer School
and Extramural Department

HRK/H

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CANADA

Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 4)
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1-1-1

September 18, 1940.

Dear Sir:

With reference to your letters of the 3rd and 16th instant I attach a list of the teachers in the Indian schools in Ontario during the academic year 1939-40.

Yours truly,

T.R.L. MacInnes,
Secretary.

H. R. Kingston, Esq.,
Director of Summer School
and Extramural Department,
University of Western Ontario,
London, Ont.

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1-1-1

G. M. BAYNE, K.C.
Barrister, Solicitor, Etc.

PHONE 7827

409 McCALLUM-HILL BLDG
REGINA, SASKATCHEWAN

October 22, 1940

Department of Mines and Resources
Indian Affairs Branch
OCT 25 1940
Received

Department of Indian Affairs,
Ottawa, Ontario.

Dear Sir:

RE: IDA MAY WILSON.

I am anxious to get the address of Ida May Wilson, who is a teacher in one of the Indian Schools in Canada.

Kindly let me hear from you at your earliest convenience.

Yours truly,
G. M. BAYNE,
Per

GMB/LRT

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Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 4)
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October 26, 1940.

Dear Sir:

With reference to your letter of the 22nd instant our records have been carefully reviewed and I am unable to locate any teacher in our employ by the name of "Ida May Wilson".

We have a teacher at Kitselas, B.C., whose name is Mrs. Irene Margaret Wilson.

Yours truly,

R.A. Hoey,
Supt. of Welfare & Training.

Mr. G.M. Bayne, K.C.,
Barrister, Solicitor, Etc.,
409 McCallum-Hill Bldg.,
Regina, Sask.

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Minister's Office

1-1-1

MEMORANDUM

Oct. 26, 1940

THE DEPUTY MINISTER

Records & Research Branch
OCT 29 1940
INDIAN AFFAIRS BRANCH

I enclose a reference from the Prime Minister's office of letter from Miss Baxendale, 744 Bute St., Vancouver, dated Oct. 19, who asks to be moved to Victoria or Regina. The matter would seem to be one for Indian Affairs.

Will you please have this dealt with departmentally.

W.J.F. Pratt
Private Secretary.

Encl.

Dr. McGill,

For attention of your Branch.

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MEMORANDUM
Office of the Prime Minister

Ottawa, October 25th, 1940.

Referred from the Prime Minister's office to the Minister of Mines and Resources, for the attention of the Director of Indian Affairs.

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1-1-1

( )

Ottawa,
October 31, 1940.

Dear Sir:

I attach a letter which was forwarded to the Prime Minister's office. Please let me know if you have any information regarding the woman writing the letter and when replying the letter should be returned.

Yours truly,

R.A. Hoey,
Supt. of Welfare & Training.

Mr. F.J.C. Ball,
Indian Agent,
416 Federal Bldg.,
Vancouver, B.C.

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1-1-1

OFFICE OF THE INDIAN AGENT

CANADA

DEPARTMENT OF MINES AND RESOURCES
INDIAN AFFAIRS BRANCH

PLEASE QUOTE FILE

DEC 12 1940

REGISTERED

416 Federal Building,
Vancouver, B. C.
November 6th 1940.

Sir:

re: File No. 1- 1-1.

I beg to return herewith the letter signed "Miss Baxendale" enclosed with yours of the 31st ultimo.

This woman is well known to residents of the district where she lives. She is a poor mentally unbalanced woman and writes letters to all and sundry. She quite often creates a disturbance in St.Paul's Church (Anglican) by aimless talking. The parish more or less supports her and she also receives relief. Her reference to Indian school children merely refers to the fact that she used to work with the Anglican Young People's Association making clothing and contributions to Indian schools; she has never worked for the Department.

The wife of Canon King of St.Paul's Church says Miss Baxendale probably has forgotten ever having written the enclosed letter by this time.

I have the honour to be,
Sir,
Your obedient servant,

B/DH.

(F.J.C.Ball)
Indian Agent.

The Secretary,
Indian Affairs Branch,
OTTAWA.

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Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 4)
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Indian Affairs 744 Bute St Vancouver -
October 14th - 1940 -

Dear Sir

I have no leave with those at 7 St Agnes St Paul's
Paris St Vancouver -
They shout me every day on the Streets -
I like to be move out of Vancouver the Best thing
to do is send me Victoria or Regenie where I came from
18 years this June 4th.
I think the I.A. Women ought be made help out
they first cause the trouble & get a claim from the
Missionary society 25 or 30 dollars month & help them
25 years - Indian school children in sewing for them
& giving my share of money has well - when I was
working.
Thanks for your trouble Barendale.
kind regards.
miss Barendale.

Royal Canadian Mint
OCT 1940
OTTAWA

OCT 2 4 1940

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Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 4)
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POOR COPY

1-1-1

2206 Hirst Ave E.
Prince Albert Sask.
November 1, 1940.

The Department of Indian Affairs
Ottawa, Ontario

DEPARTMENT OF INDIAN AFFAIRS
NOV 7 1940
REGISTERED

Dear Sirs:

To assist me in writing a paper on the subject, - "Indian Schools and their Administration and Supervision in Sask." will you supply me with any information you may have at hand? Iam interested particularly in the following points.

(a). Administration and Organization.
(b). Inspection
(c) Teacher appointment.
(d). Finance.
(e). Text books - Free?
(f) Curricula
(g) Conditions which must exist before a school is opened.

With apologies for troubling you in this matter, I await your earliest convenience,

Yours truly
Rmcmillan

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1-1-1

( )

Ottawa,
November 14, 1940.

Dear Sir:

With reference to your letter of the 1st instant I am forwarding under separate cover a copy of the last published report of this Branch.

Teachers are appointed by this Branch and Indian schools are inspected by Provincial Inspectors. The cost of Indian education is paid from Parliamentary appropriation. Text books are supplied free and, with some slight variation, the Indian schools follow the curriculum for the Province in which they are located.

Yours truly,

R.A. Hoey,
Supt. of Welfare & Training.

Mr. R. McMillan,
2206 First Ave. E.,
Prince Albert, Sask.

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1-1-1

SUMMER SCHOOL
AND EXTRAMURAL DEPARTMENT

THE UNIVERSITY OF WESTERN ONTARIO
LONDON, CANADA

November 15, 1940

Mr. T.R.L. MacInnes, Secretary
Indian Affairs Branch
Department of Mines and Resources
Ottawa, Ontario

Dear Sir:

You very kindly furnished me with a list of the teachers in the Indian Schools in Ontario during last year, for which I thank you. We are now beginning to work on our Summer School material for next year and I should greatly appreciate a list of the teachers in Indian Schools in Ontario for the current year if such a list is available.

Thanking you, I am

Yours very truly,

H.R. Kingston

H.R. Kingston
Director of Summer School
and Extramural Department

HRK/b

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CANADA

Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 4)
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1-1-1

Ottawa,
November 21, 1940.

Dear Sir:

With reference to your letter of the 15th instant I may say that there have been a very large number of changes in the teachers of Indian day schools in the Province of Ontario for the current academic year. As a result it will involve considerable time to prepare the information which you request. However, as soon as office conditions will permit a list will be sent to you.

Yours truly,

R.A. Hoey,
Supt. of Welfare & Training.

Mr. H.R. Kingston,
Director of Summer School and
Extramural Department,
University of Western Ontario,
London, Ont.

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Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 4)
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Supply me this information
I should like
To rec. these lists at
your earliest convenience
Thanking you
in advance
Very Sincerely Yours
Grace Raitt

Mrs. David C. Raitt
10815 - 86 ave.
Edmonton
Alberta.

Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 4)
School Files

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10815 - 86 Ave.
Edmonton.
15th January 1941

Dept. Indian Affairs.
Ottawa.

Dear Sirs —

The Handicraft Guild of Edmonton are anxious to obtain a list of the Indian Schools in Alberta and also the names and addresses of all the Indian Reserves in Alberta. I should be very much pleased if you could

Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 4)
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PUBLIC ARCHIVES
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1-1-1

Ottawa,
January 22, 1941.

Dear Madam:

With reference to your letter of the 15th instant I attach a list of the Indian schools in the Province of Alberta and their post office addresses. I am also forwarding a list of the Indian Agents in the Province of Alberta.

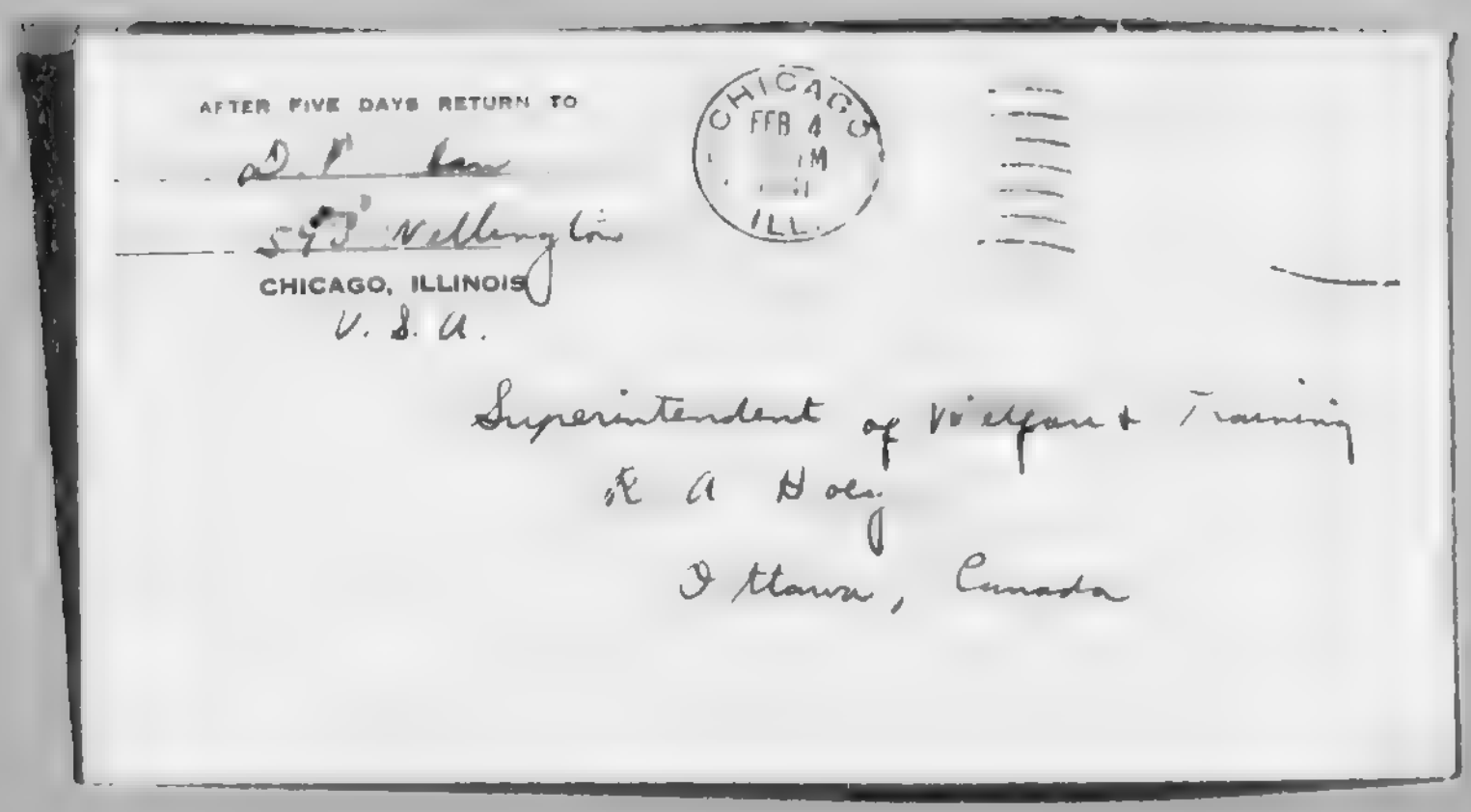
Yours truly,

R.A. Hoey,
Supt. of Welfare & Training.

Mrs. David C. Raitt,
10815 - 86th Ave.,
Edmonton, Alta.

Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 4)
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AFTER FIVE DAYS RETURN TO

D. F. Lee

549 Wellington

CHICAGO, ILLINOIS

U. S. A.

CHICAGO FEB 4 PM ILL.

Superintendent of Welfare & Training

N. A. Hoey

Ottawa, Canada

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Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 4)
School Files

POOR COPY

340 Wellington Place
Chicago, Illinois
United States of America

Feb. 4, 1941

Superintendent of Welfare and Training

R. A. Hoey

Ottawa, Canada



Dear Sir.

I am writing a master's thesis at the Chicago Teacher's College on Public Secondary Education in Canada. I would appreciate it very much if you send me any information you can on public education in Canada or tell me where I can obtain the same information

Thanking you very much for your trouble

I am,

(Mrs) Dorothy Kaplan

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Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 4)
School Files

DDAK SAFETY ▲ FILM +●

1-1-1

Ottawa, February 7, 1941.

Dear Mrs. Kaplan:

I have for acknowledgment your letter of the 4th instant, in which you intimate that you are anxious to secure information on Canadian education that would assist you in the preparation of a thesis that you are writing at the Chicago Teacher's College.

I may state that education in Canada and the operation of educational institutions, elementary and secondary, come within provincial jurisdiction. The Federal Government in Canada has no jurisdiction whatever in educational matters. I am of the opinion, therefore, that you can secure the information you have in mind by communicating with the Deputy Minister of Education in each of the 9 provinces: Prince Edward Island at Charlottetown; Nova Scotia at Halifax; New Brunswick at Fredericton; Quebec at Quebec City; Ontario at Toronto; Manitoba at Winnipeg; Saskatchewan at Regina; Alberta at Edmonton and British Columbia at Victoria.

Yours sincerely,

R. A. Hoey,
Supt. of Welfare and Training.

Mrs. Dorothy Kaplan,
540 Wellington Place,
Chicago, Ill.,
U. S. A.

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Weyburn, Sask.
Feb. 6th., 1941.

Dept. of Indian Affairs,
Ottawa, Canada.

Dear sirs:
Please send me information respecting teaching positions in the North West Territories and in the Yukon Territory.

Youre truly,
G. Isaac Reine.
G. Isaac Reine.

FEB 10 1941

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Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 4)
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1-1-1

Ottawa,
February 11, 1941.

Dear Sir:

With reference to your letter of the 6th instant this Branch does not make any appointment of teachers in the Northwest Territories and the Yukon. Schools in these districts are operated in conjunction with one or other of the Churches and the Church interested is always permitted to nominate the teacher. In the case of the Yukon you might communicate with Rt. Rev. W.A. Geddes, D.D., Bishop of the Yukon, Dawson, Y.T.

Yours truly,

R.A. Hoey,
Supt. of Welfare & Training.

Mr. G. Isaac Reine,
Weyburn, Sask.

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1-1-1

Thessalon, Ontario,
February 19, 1941.

Indian Dept. and
Education Dept.
Parliament Buildings.
Ottawa, Ont.

Mines & Resources
FEB 21 1941
REGISTERED

Dear Sir:

Would you send me, by return mail, any information (free pamphlets, etc.) you can about all <u>education</u> that is under federal control. I have just been asked to speak on this subject for our local United Church Young People's Society, on Monday February 24... That means that the info I get you could send my this information, is on Saturday, if it is possible for me to have it for that night

Perhaps the Indian Department is the only one I should apply to, but I thought that there may be some other line of education under an Education Dept., such as education civil service entrances

The purposes, powers, and a few of the achievements are it would be most useful.

Thanking you for your trouble, I am

Sincerely,
(Miss) Helen I Brown

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Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 4)
School Files

POOR
COPY

1-1-1

Ottawa,
February 22, 1941.

Dear Madam:

With reference to your letter of the 19th instant I enclose a brief historic sketch of Indian education in Canada which I hope will serve your purpose.

Yours truly,

R.A. Hoey,
Supt. of Welfare & Training.

Miss Helen F. Brown,
Thessalon, Ont.

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REFER IN REPLY TO THE FOLLOWING:

ADDRESS ONLY THE
COMMISSIONER OF INDIAN AFFAIRS

UNITED STATES
DEPARTMENT OF THE INTERIOR
OFFICE OF INDIAN AFFAIRS
WASHINGTON

Education

JAN 23 1941

Mr. R. A. Hoey,
Supt. of Welfare and Training,
Department of Mines and Resources,
Ottawa, Canada.

Dear Mr. Hoey:

Thank you very much for the pamphlet containing the addresses by your Canadian Indians. I am very happy to send you a report of the United States Department of the Interior for 1939 which contains the report of the Office of Indian Affairs.

I am also sending a number of publications prepared for use in our Indian schools which have been published during the last year by the Education Division of the Indian Office. These are intended to be the initial numbers of several series of pamphlets. Some of these might prove useful in the Canadian Indian schools, and we should be happy to supply them to you at a minimum cost.

Sincerely yours,

Willard W. Beatty

Willard W. Beatty,
Director of Education.

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Ottawa, March 5, 1941.

Dear Doctor Beatty:

Please accept my most sincere thanks for your letter of January 23 and for the publications prepared by your Branch for use in Indian schools, which reached me about the same time. Your courtesy and thoughtfulness in sending forward these samples is very much appreciated.

A few months ago a head clerk was atta ched to this Branch, on the understanding that he would undertake a complete review of the courses of study at Indian day and residential schools and the text-books in use at these institutions. I have submitted to him the publications sent on by you, for any comment he may care to offer.

You will be interested to learn that this Branch has undertaken the preparation of a text-book, with the object of emphasizing conservation of fur-bearing animals. The story is based on certain muskrat developments that have recently taken place in northern Manitoba. These developments at this date have proved to be outstandingly successful. I shall be glad to send on to you a sample copy of this book, just as soon as it is printed.

Yours very sincerely,

R. A. Hoey,
Supt. of Welfare and Training.

Dr. Willard W. Beatty,
Director of Education,
Department of the Interior,
Office of Indian Affairs,
Washington, D. C., U. S. A.

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K. I. no. 2,
Chemainus, B.C.
Apr. 26, 1941

The S. S. C.
Winnipeg,
Manitoba.

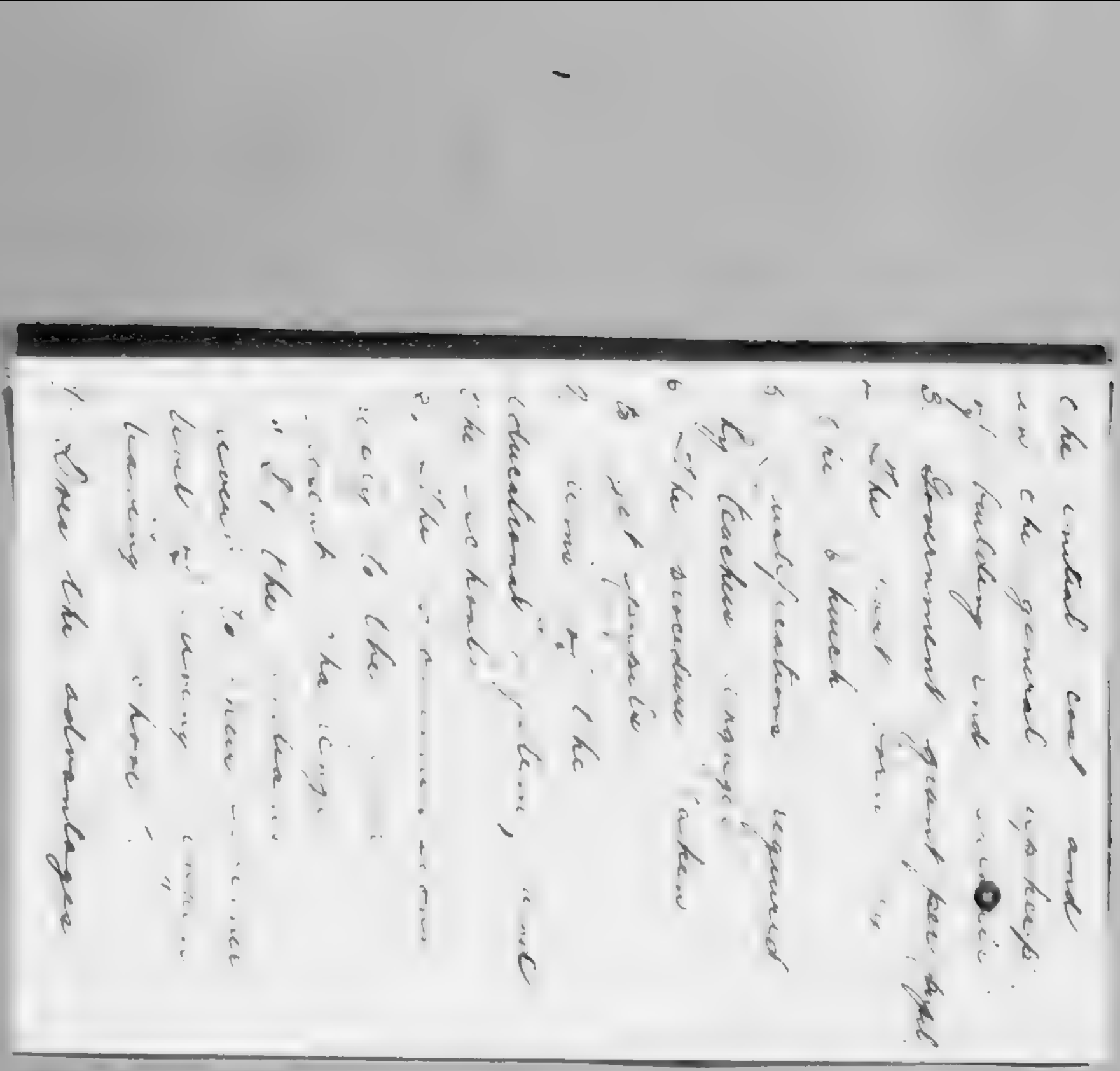
Dear Sir,

I have been asked to give a short paper on the Indian Res. Schools at a Teachers' Conference. Meeting and would like to obtain some facts re same. The following are some of the points I would like to mention:

1. Number of schools in Canada and total enrolment
2. How much government support is given on

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of the Residential school
justify taking children
from their homes.

10. What financial
difficulties have arisen
due to the War?
11 The War effort
in the schools

12 Any particular points
of interest regarding
the work and results
in the schools.

If you have any
particular information
regarding in which
short list may
would be interested
when the file is opened

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... school under the
... Mohean Church. It was
... half ... number ...
... the time, ...
... hope the class
not seem too much
to ask but I thought
you may have
some field that would
cover much of the
information required.

Yours truly,
(Miss) Kathleen Parker.

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Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 4)
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1-1-1

Ottawa, May 9, 1941.

Dear Miss Porter:

Your letter of April 26, addressed to the M. S. C. C., Winnipeg, Man., has been passed on to me for consideration and reply.

I am sending forward, for your information, the last annual report of the Indian Affairs Branch. You will find an answer to a number of your questions in the tables contained in this report.

Indian residential schools, except in one or two instances, have been built and are kept in a state of repair by the Government. The Churches supply food, clothing and instruction, for which they are allowed per capita grants, ranging from $160 to $300 per annum. The teachers at residential schools are employed by the churches, and it is my understanding that practically all the churches are now demanding full academic and professional standing from the teachers they employ.

Recruiting for residential schools is usually undertaken by the principal of the school in co-operation with the Indian agent. The aim of our educational program at the present time is to so equip the pupil that he can return to his reserve with the hope of establishing himself on a self-supporting basis and live a useful life. The courses at residential schools throughout the Dominion have become increasingly more vocational in character and this is particularly true of our schools in British Columbia. The courses provided at these schools compare, in my judgment, very favourably with the courses provided at any public

schools -

Miss Kathleen Porter,
R. R. No. 2,
Chemainus, B. C.

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Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 4)
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schools in the Dominion.

The question is constantly being asked:- Do the Indians revert to their former level of living when leaving school? It is somewhat difficult to answer this question definitely. Indians in Canada differ widely in the progress they have made and in the extent to which they have detached themselves from primitive instincts and primitive modes of living. The Indians of Caughnawaga, Que., are the finest steel workers in the world and have recently been engaged on the construction of the bridge at San Francisco. As you are probably aware, Indians were employed on the construction of the Empire State Building, New York. These Indians are practically indistinguishable from ordinary white citizens. This is also true of the Indians of the Six Nations Reserve, Brantford, Ont. There are 14 Indian day school teachers employed on the Six Nations Reserve, and of these, 13 are Indians, who received their instruction in these schools and who at this date enjoy full academic and professional standing. The Head of the Economics Branch of the Department of Mines and Resources is an Iroquois Indian, as is also the Doctor now in charge of the Indian Reserve at Caradoc, Ont. It will thus be seen that Indians who have been intimately in contact with white civilization for a century or so are becoming gradually assimilated - or perhaps it would be more accurate to say - have reached a stage in their development when they can compete successfully with the white man and assume the full responsibilities of democratic citizenship.

I am personally disposed to favour the Indian day school and thus avoid the necessity of moving Indian children from their homes. It must be borne in mind, however, that there are thousands of Indian homes in Canada, not equipped to provide the children with either the nourishment or the care necessary for their

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development. Provision, for the time being at least, must be made for the care of these children in residential schools.

Economies have been effected as the result of the war, but the reductions in the expenditures provided for Indian education and Indian welfare have not been drastic.

I am sending forward herewith a brief summary of the Inspector's last report on the St. Michael's School, Alert Bay, B. C.

Yours very truly,

R. A. Hoey,
Supt. of Welfare and Training.

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Grants to Agricultural Exhibitions and Indian Fairs, 1940-41

New Brunswick	
Fredericton Exhibition	$5.00
Gegetown Fair	$5.00
Ontario	
Ohsweken Agricultural Society, Brantford	$25.00
Garden River Agricultural Society, Sault Ste. Marie	100.00
Caradoc United Indian Fair, Muncey	150.00
Caradoc United Ploughing Association	50.00
Manitoulin Island Unceded Agricultural Society	150.00
Snake Island Agricultural Society, Georgina Island	50.00
Thunder Bay Agricultural Association	250.00
Tyendinaga Agricultural Society	100.00
Plowing Matches	200.00
Field Prizes, Standing Crop Competitions	400.00
Garden Prizes, Standing Crop Competitions ...	300.00
Manitoba	
Rossburn Agricultural Society	25.00
Manitoba Provincial Exhibition, Brandon	250.00
Garden Prizes, Standing Crop Competitions	75.00
Saskatchewan	
Prince Albert Agricultural Society	400.00
Regina Agricultural & Industrial Exhibition Association, Limited ...	400.00
Garden Prizes, Standing Crop Competitions	75.00
Alberta	
Calgary Exhibition	500.00
Edmonton Exhibition Association, Limited	400.00
Garden Prizes, Standing Crop Competitions	75.00
Fort Vermilion Agricultural Society	75.00
British Columbia	
Bulkeley Valley Fall Fair, Smithers (Babine) ..	100.00
Farmers' Institute, Bella Coola	80.00
Cowichan Agricultural Society, Duncan	150.00
North & South Saanich Agricultural Society, Cowichan	50.00
Windermere and District Fall Fair, Kootenay	150.00
Vanderhoof Plowing Association (Stuart Lake)	50.00
Field Crops, Stuart Lake	100.00
Chilliwack Fair, New Westminster	50.00
Vancouver Fall Fair	500.00
Armstrong Fall Fair, Okanagan	250.00
International Folk Festival, & Exhibition, Vancouver	50.00
General	
The Canadian Handicrafts Guild	50.00
Handicraft Exhibits	450.00
	$ 6,870.00

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HANDICRAFT

Substantial progress has been made in the marketing of handicraft products and in the promotion of handicraft projects on a number of eastern reserves.

Arrangements have been made with two well established wholesale houses for the marketing of Indian handicraft products such as split ash and sweet grass baskets, carved figures, small birch bark canoes and hand-loom weaving products such as scarves, ties, rugs, etc. These wholesale houses have experienced no difficulty in disposing of these products and the demand appears to be growing from month to month. In addition to this new outlet, a number of the more progressive Indians, profiting by the instruction and supervision given by the Department, have been able during the year to secure a large number of orders for themselves and have made shipments direct to their customers.

Three handicraft exhibits were held during the year; at St. Helen's Island, near Montreal, at which $1,200 worth of craft-work was sold, and at the Canadian National Exhibition, Toronto, and at Winnipeg. The amount received from the sale of goods at the Toronto and Winnipeg exhibits exceeded $10,000.

Certain Indian bands have been encouraged to open roadside stands on public highways, close to their reserves. These bands have been assisted by the transfer in care of the local Indian agent of basketry products and novelties from other Indian reserves. The fact that these products are sold to the Indians at wholesale prices enables them to sell at a profit and place on display a variety of products likely to attract the attention of tourists.

The failure of Canadian and American wholesale houses to secure adequate supplies of novelty products from Europe is reflected in the steadily increasing number of orders now reaching the Department.

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Province	1940-41	1939-40
Nova Scotia	$ 70,850.52	$ 75,948.48
Prince Edward Island ...	6,566.17	7,534.59
New Brunswick	48,506.52	65,294.79
Quebec	200,636.46	216,956.06
Ontario	126,471.26	141,693 65
Manitoba	93,518.42	107,045 45
Saskatchewan	94,647.13	109,712.56
Alberta	68,545.75	95,425.59
British Columbia	104,006.68	107,487.25
Northwest Territories	21,938.18	23,823 13
Yukon	12,913.88	13,453 68
Triennial Clothing.....	6,340.55	3,485.08
Miscellaneous	23,142.18	24,310.13
Handicraft	4,874.84	-
	$ 882,926.34	$ 984,770.44

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"ELFARE

Relief and welfare costs for the year show a reduction amounting to $101,942.10 This is the most substantial reduction that has taken place at any time in recent years.

A marked improvement in employment conditions was in evidence throughout the year. The skilled workers of the eastern reserves, particularly the steel workers of Caughnawaga, have experienced little difficulty in securing work in war industries. A large number of unskilled workers, however, have not yet secured permanent employment.

An attempt has been made in recent years to encourage reafforestation on a number of reserves. It is gratifying to report that a steadily increasing number of Indian bands are cooperating with the Department in the extension of this work. Toward the close of the year 15,000 trees were secured from the provincial forestry station and planted on suitable lands at the Curadoc reserve. A start was also made at the Moravian agency, where 2,000 trees were planted. The trees at this reserve are designed to provide windbreaks and additional shelter for Indian homes.

It cannot be said that economic conditions in the Prairie Provinces have been wholly satisfactory. A number of community farms established in 1937 and financed from the revolving fund have experienced difficulty in meeting their obligations. An attempt has been made to adjust our farming program which should result in greater emphasis on subsistence farming. Indians have been encouraged to produce crops for home consumption rather than for export and to keep live stock - cows, pigs and sheep - in sufficient numbers to provide the meat necessary for domestic consumption

Relief and welfare costs in British Columbia remain low and appear to have reached a figure when further reductions can scarcely be expected, if adequate provision is to be made for the old and physically incapacitated members of the bands. Employment conditions in the lumbering and fishing industries have been satisfactory. The number of Indians engaged in agriculture has shown a substantial increase. Late in the year an interesting experiment was undertaken at the Seabird Island Indian reserve, where an experimental plot of five acres was seeded to fibre flax. The seed for this experiment was secured from the Agassiz Experimental Farm.

The following is a statement of welfare expenditures by provinces for the year 1940-41:-

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ANNUAL REPORT

Welfare and Training Service

for the Fiscal Year Ending March 31, 1941.

INDIAN

A table of pupil enrolment and attendance for the

Residential Schools			Day Schools		Total		
Fiscal Year	Enrolment	Average Attendance	Enrolment	Average Attendance	Enrolment	Average Attendance	Percentage of Attendance
1[illegible]	[illegible]13	7,4[illegible]0	[illegible]80	[illegible],707	17,183	12,107	[illegible]
[illegible]	[illegible]	[illegible],[illegible]1	[illegible]	[illegible],[illegible]4	[illegible],[illegible]	[illegible],[illegible]	[illegible]
[illegible]	[illegible],936	7,720	[illegible],[illegible]5[illegible]	[illegible]	[illegible],[illegible]	[illegible],[illegible]	[illegible]
[illegible]	[illegible],7[illegible]9	7,[illegible]90	[illegible],[illegible]51	[illegible],[illegible]	[illegible],[illegible]	[illegible],[illegible]	[illegible]
[illegible]	[illegible],[illegible]10	[illegible],[illegible]61	[illegible]17	[illegible],[illegible]	[illegible],[illegible]	[illegible],[illegible]	[illegible]
[illegible]	[illegible],[illegible]40	[illegible],[illegible]74	[illegible],[illegible]77	[illegible],[illegible]	[illegible],[illegible]	[illegible],[illegible]	[illegible]
[illegible]	[illegible],[illegible]	[illegible],[illegible]91	[illegible],[illegible]13	[illegible],[illegible]	[illegible],[illegible]	[illegible],[illegible]	[illegible]
[illegible]	[illegible],1[illegible]	[illegible],[illegible]75	[illegible],[illegible]	[illegible],[illegible]	[illegible],[illegible]	[illegible],[illegible]	[illegible]
[illegible]	[illegible],[illegible]27	[illegible],[illegible]62	[illegible],[illegible]	[illegible],[illegible]	[illegible],[illegible]	[illegible],[illegible]	[illegible]
1940-41	[illegible],[illegible]74	[illegible],[illegible]43	[illegible],[illegible]91	[illegible],[illegible]10	[illegible],[illegible]	18,[illegible]	[illegible]87

An encouraging feature of the work of this year was the progress made in the development of an educational program designed to meet the needs of an Indian population scattered over 9 provinces, the Yukon and North West Territories. This Indian population includes the highly skilled steel workers of Caughnawaga, Que., the fishing and trapping Indians of the northern sections of the Dominion and the Pacific coast, and the Indians engaged in extensive farming operations in Ontario and the Prairie Provinces.

The progress made at Indian day and residential schools in the province of British Columbia has been particularly gratifying. In addition to the regular academic courses, special vocational courses have been successfully organized. These courses, for girls, consist of the treatment and spinning of locally grown

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wool and the knitting of woollen garments, Cowichan sweaters, socks, etc., dressmaking, fruit preserving, crochet work and home management, and for boys, boat-building, auto mechanics, Indian arts and crafts and elementary agriculture. The Koksilah, Inkameep and Ste. Catherine schools have been outstandingly successful in the organization of these courses, all of which are based on the needs of the Indians on the adjoining reserves.

Mr. Anthony Walsh, the teacher in charge of the Inkameep Indian day school, has succeeded in the dramatization of a number of Indian legends. The presentation of these at the Banff Drama School created a great deal of interest amongst Indian educationists in Canada and the United States. Mr. Walsh, in addition to these presentations, published during the year, in co-operation with his pupils, a booklet entitled "The Tale of the Nativity". This teacher has had a number of invitations to organize drama festivals in the United States.

An interesting experiment in fur ranching took place at the Morley residential school, Alberta, when a small mink ranch was established 5 years ago. This ranch started with 3 mink, pelted 27 mink last year and still has on hand 50 mink as breeding stock. The principal of the school, in commenting on the work of the ranch, states:- "The Indian boys have taken to this work in a very fine way and I believe that at least a dozen boys could find employment if they so desired among the large fur ranches in the vicinity of Calgary".

Toward the end of the year a representative of the Department spent 2 months at the schools of Alberta. This visit was arranged in an attempt to bring the courses of study into conformity with the vocational opportunities on the reserves of the province. This is the first vocational survey that has been undertaken by the Department. If successful, it will be gradually extended to the other provinces of the Dominion.

The four-room classroom building, constructed at Alberni as a unit of the residential school completed in 1940, was totally destroyed by fire in February, 1941. A fire which resulted in the destruction of the blacksmith and carpentry shops at the Kootenay residential school also occurred during the year.

A number of educational problems remain to engage the attention of the Department. Of these, perhaps the most difficult is irregularity of attendance. Attendance at Indian day schools, even in the case of schools where transportation is available for pupils, is far from satisfactory.

An acute shortage of fully qualified teachers exists throughout the country, and it has become increasingly difficult to secure male teachers for Indian day schools in outlying districts. It is difficult to overemphasize the effect of this condition on the educational

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standards that have been reached at our schools and upon the general progress of Indian pupils.

A textbook for use in Indian day schools, the subject matter of which emphasizes forestry and wild life conservation, was prepared during the year. This is the first textbook prepared and published by the Department.

Indian Education - Expenditure for Year 1940-41

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Mr Hoey

August 2, 1941.

MEMORANDUM
Re.: A. J. Hatcher.

The Department of Indian Affairs deals with Indian Education. Some of the phases of this Education may have points in common with Half Breed Education. The following brief is sent in the hope that it may be suggestive and helpful.

SOME AIMS OF INDIAN EDUCATION:

1. The Indian School must seek to develop a love for the life the child must later lead and to prepare him to live it efficiently.

2. To promote social adjustment and responsibility.

3. To develop skills and impart information.

4. To promote health, bothe physical and mental.

5. To provide activities suitable to child development.

1. To develop a love for the life the child must lead and to prepare him to live it efficiently.

There are but three careers available to the Priarie Indian: Farming, cattle raising, Hunting and Fishing. It is true that some may find their way to some profession but these will be the exception and must be classed as exceptions.

To make these people happy in their mode of life should be one of the important concerns of the school. A system concerned primarily with the acquisition of academic skills will prevent the continuety of the school and ' Life ' so necessary to happy efficient living.

2. To promote Social adjustment and responsibility.

The Indian leaves a small social group, the family, for a larger social group, the school. In most cases the family social conditions demand changes. It is at the school that these readjustments must be made. It is at the school that children should learn to be helpful and dependable. They should partake in activities that will encourage this development: Sports, Student Councils, Manual Training, etc.

3. To develop skills and impart information.

The Indian should be able to handle efficiently the skills of basic academic subjects: Reading, Writing, Arithmetic. He should moreover develop manual skills necessary to his mode of life. General Shop should be a part of every Indian School.

4. To promote health, physical and mental.

5. To provide activities suitable to child development.

Dramatization, chorals, music, rhythm bands, Singing games, etc.

Note: Inspector E. C. Stehelin, Provincial School Inspector Alta. is gathering data for Half-Breed Education.
Mr. Z. Hamilton, McCallum Hill Building, Regina, Sask. is considered an authority on the Western Half-Breed.

W. J. Bennett

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INSPECTOR OF SCHOOLS

1-1-1

The Pas, July 18, 9[illegible]

Hon Robert Rogers,
Dept. Indian Affairs,
Ottawa

Dear Mr. Rogers,

I am chairman of a special committee here to study the problem of the "Education of the Half-Breed", with the idea of producing a special curriculum for such schools.

We have [illegible] experimental work and we should like to know about them and the results.

While discussing the matter of history, it was generally agreed that we should have some material which would tend to produce a "pride in Race", but no one seemed to know

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INSPECTOR OF SCHOOLS

sources for such matter and it was felt that you might be able to help us out in this particular field.

I shall appreciate hearing from you at your early convenience.

With best wishes,

Yours sincerely,

A. Matheson

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School Files

1-1-1

O

Ottawa, August 6, 1941.

Dear Mr. Hatcher:

Please pardon me for not acknowledging receipt of your letter of July 1st until now. I have been absent from the office on holidays - hence the delay.

I am sending forward, for your information, a number of excerpts taken from Inspectors' reports that have reached the Department on Indian day and residential schools. These excerpts will enable you to grasp to some extent the courses of study that we have been attempting to promote at our Indian schools. It would appear that we have made greater progress in the province of British Columbia than we have in the other provinces. This is due in part to the fact that we have our own Inspector in that province. Capable teachers and regular supervision make up about four fifths of the battle in Indian educational effort. Latterly our aim has been to devote about one-third of the regular instruction period to vocational projects.

It would appear that during the period ahead of us there are but three careers available to the Indian and half-breed:- Farming; Cattle-raising; Hunting and fishing. It is true that some may find their way to the other professions, but these will be the exception and must be classed as such. An educational program, therefore, in my judgment should have a vital and direct relationship to the tasks the pupils are likely to undertake immediately following their departure from school.

I was very much interested in your reference to the History that might be taught in half-breed

schools -

A. J. Hatcher, Esq.,
Inspector of Schools,
The Pas, Man.

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CANADA

KODAK SAFETY ▲ FILM

schools. I have been giving this matter a certain amount of thought since entering the Department, and I am rather disposed to think that insofar as Indians are concerned History might very well be taught by the almost exclusive use of biographies. I have in mind the Life of Joseph Brant; the Life of Tecumseh; the Life of Father Lacombe; Studies in the Life of Pauline Johnson, etc. All these books are available and might be used, in my judgment, very profitably either as textbooks or as supplementary reading matter.

I have just learned that Inspector E. C. Stehelin, Provincial School Inspector, Alberta, is at present engaged in the task of getting data for half-breed education. Mr. Z. Hamilton, McCallum Building Regina, Sask., is also considered an authority on the western half-breed. It is just possible that you have been in touch with both these gentlemen.

May I express regret that I am unable to send forward to you more worthwhile data on this important subject. I can only send forward what I have, in the hope that you will find it at least suggestive.

Yours sincerely,

R. A. Hoey,
Supt. of Welfare and Training.

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School Files

/-/-/

Ottawa, August 12, 1941.

Dear Mr. Hatcher:

The following excerpts are taken from a letter received by the Department from Mr. Z. M. Hamilton, Secretary of the Saskatchewan Historical Society, Regina, Sask.:-

"You asked about the "Pri'e of Race" possessed by the western Metis. I can assure you that to them it is a very real thing. The original Metis were the off-spring of the early French explorers, the officers of the Hudson's Bay Company, and the officers of the North West Company, and, usually, the women of the Indian Chiefs of the tribes amongst whom they lived.

"In the early days of the last century, a number of the children of the fur traders of the mixed blood received their elementary education at the parochial schools of the Roman Catholic and the Anglican Church which were established on the banks of the Red River, and some of them were sent to eastern Canada for their education, and, in some instances, even to the old country.

"Originally, the Metis people were reliable and trustworthy, and some of them became very important in the life of the country. Such names as the two Louis Riels--pere and fils--Ambroise Lepine, Gabriel Dumont, Charles Nolin, John Norquay, an early Premier of Manitoba, Hon, James Mackay of Silver Heights, a Minister of Agriculture in an early Manitoba Government, William Mackay, of the Hudson's Bay Company, who was the Hudson's Bay officer in command of Fort Ellice who ruled practically the whole prairie country, and in more modern times, Hon. Mr. Justice Mackay of the Saskatchewan Court of Appeal, and his brother, Thomas Mackay, an early member of the Territorial Legislature, indicate that the western natives of the mixed blood were no mean people.

"There is a book dealing with the history of the Metis people written in French, by a gentleman named du Tremondon, (I am not perfectly sure, however, if this is the correct spelling of the name), that you would find of great service. I do not have a copy of that book in the office or I would send it to you, but I think you could procure one by writing to Samuel Nault, President of the Manitoba Metis Society, Great West Permanent Building, Winnipeg. Another book that I am sure you would find very

interesting -

A. J. Hatcher, Esq.,
Inspector of Schools,
The Pas, Man.

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Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 4)
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interesting is 'A Critical Account of the Red River Insurrection of 1869-70', written in English by Rev. Father Morice, O.M.I. I think you could get that by writing to the Rev. Father Deschambault, Archbishop's Palace, St. Boniface.

"I have several sketches of Louis Riel in this office but I am not quite sure which one you refer to in your letter. Perhaps you might give me a lead and I will then send you a copy of it.

"There are two other books both of which I am sure you could obtain from the Parliamentary Library in Ottawa, that are accurate and reliable. One is 'The Memoirs of Archbishop Tache' written in French in two volumes, by Dom. Benoit. The other is 'The History of Manitoba and the North West' in three volumes written in English by Alexander Begg. Begg was a store-keeper in Winnipeg at the time of the Red River Insurrection of 1869-70, and kept a daily journal of everything that happened. I have a manuscript copy of his journal in this office".

I am sending forward these excerpts in the hope that you will find them suggestive and helpful in the preparation of the curriculum on which you are now working.

Yours sincerely,

R. A. Hoey,
Supt. of Welfare and Training.

RAH

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COPY.

FLESHERTON HIGH SCHOOL.

Flesherton, Ont.
Sept. 15, 1941.

Surveyor General,
Hydrographic and Map Service,
Department of Mines and Resources,
OTTAWA, Can.

Dear Sir,-

Have you any material on the Indians of North America which you could supply suitable for use in a Grade X Social Studies class? We are collecting material for a class library as we study each section.

Would you please send us a list of maps published by your department.

Yours truly,

(Sgd.) Alice Heard.

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Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 4)
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(Copy for Indian Affairs Branch)

1-1-1

QUOTE FILE

ADDRESS REPLY TO:
HYDROGRAPHIC AND MAP SERVICE

"H".

CANADA
DEPARTMENT
OF
MINES AND RESOURCES
SURVEYS AND ENGINEERING BRANCH

OTTAWA

Labelle Building,
September 22, 1941.

Miss Alice Heard,
Flesherton High School,
Flesherton, Ontario.

Dear Madam,-

I am in receipt of your letter of September 15th asking for material on the Indians of North America and for a list of maps.

Please find enclosed a list of maps suitable for school use.

Your request for material on the Indians of North America has been referred to the Indian Affairs Branch of this Department for attention.

Yours very truly,

H. G. BARNES

Surveyor General, and
Chief, Hydrographic Service.

1 encl.
ELB/EH.

Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 4)
School Files

PUBLIC ARCHIVES
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Ottawa,
September 25, 1941.

Dear Madam:

Your letter of the 15th instant has been referred to this Branch. I enclose certain information which it is hoped will be useful to you.

Yours truly,

R.A. Hoey,
Supt. of Welfare & Training.

Miss Alice Heard,
Flesherton High School,
Flesherton, Ont.

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Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 4)
School Files

SECRETARY
REV. J. W. BUTTON, B. A.
CHARING CROSS, ONT.

CHAIRMAN
REV. GEORGE E. MORLEY, B. A.
R. R. 3, CHATHAM, ONT.

TREASURER
MR. J. S. CLARK
139 WILLIAM STREET NORTH
CHATHAM, ONT.

1-1-1

The United Church of Canada

PRESBYTERY OF KENT

Charing Cross, Ont., Sept. 25, 1941

Department of Indian Affairs,
Ottawa, Ont.

Dear Sirs:-

At a meeting of Kent Presbytery of the United Church of Canada the following resolution was passed:

"We wish to express our deep regret that the Department of Indian Affairs has deemed it necessary to reduce the teaching year in Indian Day Schools by one month and would respectfully request that the teaching year of ten months be restored, but if that be impracticable that the month of January be chosen instead of September for closing the schools."

Sincerely yours,

J. W. Button

Secretary of Kent Presbytery

Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 4)
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1-1-1

Ottawa,
September 30, 1941.

Reverend Sir:

I have your letter of the 25th instant in which you forward resolution passed by the Kent Presbytery of the United Church of Canada protesting against the reduction of the academic year at Indian day schools from ten months to nine months.

Before taking this action all circumstances in connection with the operation of Indian day schools were very carefully considered and at the present time it is not possible to revert to the ten-month academic year.

Yours truly,

R.A. Hoey,
Supt. of Welfare & Training.

Rev. J.W. Button,
Secretary of Kent Presbytery,
United Church of Canada,
Charing Cross, Ont.

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Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 4)
School Files

D R A F T

To All Teachers of Indian Residential and Day Schools

Although at this time and under the present state of affairs it is hard to anticipate what might transpire a year hence it is, however, requisite to plan ahead, taking for granted that the usual course of events will not be disturbed. By this I am referring to the annual Indian Exhibit at the Regina and Prince Albert Fairs, which we hope will take place in 1942.

A new curriculum has been issued by the Provincial Department of Education, which designates certain changes to be brought about in the daily program of school education. Undoubtedly it will be necessary, as a result, to modify the prize list for Indian exhibits, so as to conform to the changes brought about in the School subjects. To deal with this more effectively is to ask the Principals of the Schools, and the teachers, to suggest what changes should be made, and, in doing this I would advise them to take the old prize list, look it over, and submit to this Office their suggestions for a modification.

When your suggestions are received here they will all be given closest attention, and from this an Indian Exhibit list will be drafted for examination and approval of the School Exhibit Committee.

I might say here, for future guidance, and while it is fresh in my memory, that, with reference to Sections 9, 10, 11, 12, and 13 of this year's list, the Judges were critical of some of the exercise books. They were saying that some students exhibited books not in compliance with the instructions in the prize list. Some books seemed not to be the daily work of the pupil, as required, but a special scribbler into which was copied the daily work. If this is true this practice will have to be stopped and closer attention should be paid to the regulations in the Prize list.

Another matter I want to emphasize is with reference to the shipping of the exhibits. Not enough attention is given to this. Some schools send their exhibits wrapped up in two or three, or even more, carton packages, tied with strings. The unpacking of such containers, and packing again, involves a great deal of work and grief on the part of the Exhibits Staff. Each school could have, as some do, a wooden box made at the school, with a lid hinged, in which these exhibits could be sent. I wish to impress upon you that this is important.

Upon going over the list of schools that participated in the Indian Exhibit at Regina and Prince Albert I note that too many of them were not heard from. Every teacher must know to a certain extent child psychology-that children must be inspired to work. This can only be accomplished through some incentive which might vary from day to day or from year to year. Competition amongst children is one incentive by which better results in education might be attained. Indian children particularly lack a competitive spirit, or shall I say it lies dormant in them and needs to be aroused. I am, therefore, very much convinced that if your pupils were encouraged to participate in the school exhibits at the summer Fairs they would find themselves competing against other children in other schools and would thus be inspired to improve their educational standard. Teachers also could use this as their gauge in the educational standing of their pupils. Consequently I am interested to see that more schools take part in exhibiting their work and would ask the teachers to encourage their pupils in having their work forwarded for competition at the Provincial Exhibition.

I also find that some of our teachers have carried on their work at the school, teaching year in and year out but have done nothing to improve their own standard, or to refresh their own knowledge. By this I mean they have not been attending Teachers' Conventions nor have they been participating in other formal functions arranged by teachers or an educational institution for discussion of better teaching methods. It is a well known fact

that once a teacher,or anyone,becomes.....

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Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 4)
School Files

that once a teacher, or anyone, becomes a recluse in his own vocation, he also becomes somewhat stale and careless in his work. It is, therefore, suggested that Indian teachers attend teachers corventions and participate in everything that will help them to improve their teaching standard at their school. They should seek ways and means by studying the experience of other teachers so as to use newer methods to bring about better results in the Indian school.

In conclusion I wish to say that this letter is intended to include my general remarks and views on school activities for Indian children. I cannot over emphasize the fact that while many of our teachers are doing good work and obtaining magnificent results there are too many whose schools are found to lack sufficient life and are making no progress. This is particularly due, and you will agree with me, to teachers not taking an active part outside the school, to remedy the situation. In most instances the teachers are not aware of the sad state of affairs and this is because they do not know what other teachers are doing. It is quite obvious that the responsibility of the whole school lies with the teacher and his influence extends far beyond the school. It is, therefore, urgent that no efforts should be spared to bring life into a school, which can only be done by the teachers taking an active part in everything that will help them in this direction.

Yours truly,

J. B. Christianson

Mr Christianson,
General Superintendent of Indian Agencies.

MC/ed

Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 4)
School Files

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CANADA

School	Enrolment as per Report of March, 1939.	Exhibits Entered No.	Aggregate Prizes obtained in 1st	2nd	3rd	4th	Percentage Obtained in Prizes	Prize Money Received
Beauval Residential	97	-	-	-	-	-	-	$ -
Cowessess "	98	85	11	26	14	-	60%	37.00
Duck Lake "	186	290	39	38	34	-	38.3%	78.00
File Hills "	99	51	4	3	4	-	21.5%	6.00
Gordon's "	122	129	4	6	12	-	17.0%	12.00
Lac la Ronge "	118	51	3	6	2	-	21.5%	7.50
Muscowequan "	121	367	33	48	48	-	43.3%	109.00
Onion Lake C.E. "	120	163	2	13	15	-	24.5%	27.50
Onion Lake R.C. "	151	96	13	9	11	-	34.3%	22.00
Qu'Appelle "	290	295	47	49	48	-	48.9%	96.25
Round Lake "	81	-	-	-	-	-	-	-
St. Philips "	77	52	18	6	12	-	73.0%	23.00
Thunderchild "	141	45	3	7	8	-	40.0%	12.50
Little Pine Day	32	20	3	2	1	-	30%	7.00
Red Pheasant "	45	-	-	-	-	-	-	-
Thunderchild "	26	90	27	23	24	2	84.4%	66.25
Ahtahkakoops "	33	-	-	-	-	-	-	-
Big River "	34	-	-	-	-	-	-	-
Chitek Lake "	21	-	-	-	-	-	-	-
Little Red River "	18	-	-	-	-	-	-	-
Mistawasis "	29	-	-	-	-	-	-	-
Montreal Lake"	57	-	-	-	-	-	-	-
Sturgeon Lake"	22	-	-	-	-	-	-	-
White Bear "	33	-	-	-	-	-	-	-
Fort a la Corne N. Day	25	16					37.5	5.25
Fort a la Corne S. Day	15	-	-	-	-	-	-	-
John Smith Day "	3	3			1	-	33.3%	.50
Kinistino ""	23	-	-	-	-	-	-	-
Moose Wood Sioux "	16	-	-	-	-	-	-	-
Big Island Lake "	25	-	-	-	-	-	-	-
Frog Lake "	18	16	3	4	2		50%	10.50
Long Lake "	20	-	-	-	-	-	-	-
Winistikiwan "	12	-	-	-	-	-	-	-
Cote "	27	-	-	-	-	-	-	-
Key's "	12	-	-	-	-	-	-	-
Assiniboine "	30	20	2	4	1		25%	8.75
Day Star "	16	-	-	-	-	-	-	-
Fishing Lake "	27	-	-	-	-	-	-	-
Stanley "	32	-	-	-	-	-	-	-

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Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 4)
School Files

OFFICE OF THE
GENERAL SUPERINTENDENT
OF AGENCIES

CANADA
DEPARTMENT
OF
MINES AND RESOURCES

INDIAN AFFAIRS
BRANCH

File #300-4C.R. Ex.

Regina, Saskatchewan,
September 30th, 1941.

Dear Sir:

On my visits to the different schools in this Province I have found that while some of the teachers in the schools are doing good work there are other schools which seem to be dead and something is required to put life into them.

I thought we might remedy this situation by circularizing a letter to the various Indian Residential and Day Schools bringing this to the attention of the teachers. I am herewith attaching copy of a letter drafted for this purpose and also a statement indicating therein the names of the schools, the enrolment as shown in the report dated March 31st, 1939, the number of exhibits forwarded to the Regina and Prince Albert Exhibitions, the number of prize winners such as first, second, third, and fourth, and the percentage secured in prizes.

As you know, the exhibits for the Regina and Prince Albert Exhibitions are handled through this office and I have been in a position to know which schools take an active part and have their pupils exhibit their work. This has been a great source of information regarding the work the various schools are doing and I am of the opinion that one way of encouraging and putting new life into a school is to more or less insist upon the teachers submitting the work of their pupils to one or both of these Fairs.

In conclusion, after this circular has been perused I would ask that the Branch write me a letter expressing their opinion in this connection. Any further suggestions will be appreciated.

Yours truly,

H. Christianson,
General Superintendent of Indian Agencies.

HC/ed

The Secretary,
Indian Affairs Branch,
OTTAWA - Ont.

Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 4)
School Files

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CANADA

1-1-1

October 7, 1941.

Re: School Exhibits.

Dear Sir:

This will acknowledge receipt of your letter of September 30 and also draft of the circular letter addressed to the Indian day and residential schools of Saskatchewan, attached thereto.

The officials of the Welfare and Training Division are of the opinion that the receipt of this circular letter by the teachers may arouse their interest in the annual exhibits and prompt them to put forth a greater effort to make the contributions from their schools really worth while. These officials agree with you that the element of competition or rivalry in school work should be encouraged.

You are probably aware that an official of the Department, Mr. A. J. Doucet, undertook a survey of the Indian schools of Alberta during the last year, with the object of organizing worthwhile academic and vocational courses at these schools. Mr. Doucet has since his return completed this course of study and forwarded it to the principals in charge of our schools in Alberta. It is our intention to have a somewhat similar survey undertaken in the other provinces, but the officials are of the opinion that the experiment now being made in Alberta should be followed closely for a year, with the object of determining its suitability. If no weak spots appear in this course of study during the year, a somewhat similar course might be adopted in Saskatchewan. The principals in

charge -

Mr. M. Christianson,
General Superintendent
of Indian Agencies,
Dominion Public Building,
Cor. Scarth & Victoria Streets,
R E G I N A, Sask.

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charge of the Alberta schools will be ca'led upon to submit a report each month on the work accomplished.

You are aware that our Indian day schools throughout the Dominion are now operating on a 9 month rather than a 10 month basis. In view of this fact, a number of inspectors in the province of Ontario recommended that school fairs and school exhibits at agricultural fairs be temporarily abandoned. These inspectors were of the opinion that the time consumed by the average teacher in organizing these exhibits was out of all proportion to their actual worth. They pointed out that it was particularly inadvisable to devote so much time to the organization of exhibits toward the close of the academic year, when the teacher should be engaged in reviewing the year's work, preparing the pupils for their tests, etc. There is a suggestion here that the teachers in Saskatchewan should be reminded that too much time should not be devoted to the actual organization of exhibits at their schools.

Yours truly,

T. R. L. MacInnes,
Secretary.

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CANADA

Upper Cherb. N.B.
Oct. 21, 1941

Dept of Mines and Resources
Indian Affairs Branch.
Ottawa

Dear Sirs
I would like to receive some information regarding the School Curriculum for Grade I in the Indian Day School of our province.
I have never received the proper curriculum for Indian School but have followed the same course as we do in the Public School of our province, but there the readers are different.
I visited an Indian School in the province of Quebec and found that the course followed

OCT 24

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there is quite different from ours that is in reading. They make use of the book "Happy Days" for supplementary reading only while I use it as their everyday reader. Like us, they do not make use of the pre-primer "Two little Indians" other than for library use.

I would like to know what book follows "Happy Days". Shall it be the Canada Readers Primer II? Should both be covered in Grade I? I think this hardly possible.

If these questions are not answered by your branch of the Department will you please forward it to the proper authorities or else let me know whom I should write to for information.

Thanking you for whatever information you may give me,

I am, yours truly

A. M. Aspell

Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 4)
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CANADA POST CARD

The Secretary
Indian Affairs Branch
Dept. Historical Records
Journal Bldg
Ottawa

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32 Wellington St
St. Thomas Ont
Nov 2 1941

Dear Sir

St. Thomas General-
ministerial Association
purpose discussing Indian
Education at its regular
meeting Monday 10 P.M. and
no doubt they will ask
many questions which
I as a former Principal
of the Muncey Institute
should be able to answer
Kindly send me by return
mail Copy of Rule Book
on the questions and
Issue so my best to give
Correct information

J.R. McVitty

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POOR
COPY

Ottawa, November 7, 1941.

Dear Mr. McVitty:

In response to the request contained in your post card of November 2, I am sending forward, under separate cover, certain reports and certain excerpts from Inspectors' reports, which I trust you will find helpful in taking part in the discussion which is to be held on November 10, under the auspices of the St. Thomas General Ministerial Association.

In view of the fact that this information is not likely to reach you until the morning of the 10th, it is my hope that the members of the Ministerial Association will see their way clear to postpone the discussion to a later date and thus enable you to become reasonably up to date on the subject.

We have at this date an Indian population in Canada of approximately 120,000, increasing at the rate of approximately 1½% per annum. This means that each year we have at least 300 additional Indian pupils for whom it is necessary to provide educational facilities.

Our school enrolment at this date - approximately 19,000 - is divided somewhat evenly between Indian day and residential schools. The tendency on the part of the Government in recent years has been to multiply Indian day schools rather than residential schools. You may be interested to learn that a great deal of criticism has been directed against residential schools since I entered the Department about 8 years ago. There seems

to be -

Rev. S. R. McVitty,
32 Wellington Street,
St. Thomas, Ont.

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Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 4)
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POOR COPY

to be a growing feeling that with the exception of the remote northern regions our Indians have outgrown the necessity for such institutions. I have been primarily interested since I entered the Department in promoting vocational courses of study at our schools. The Minister of the Department at the present time is of the opinion that our courses of study must become increasingly more practical in character. The excerpts from inspectors' reports, a copy of which I am enclosing, will give you a fair idea of the success we have had in the promotion of manual training and practical projects at a number of our schools.

It is scarcely necessary to add that should you require additional information, I want you to feel free to communicate with me again.

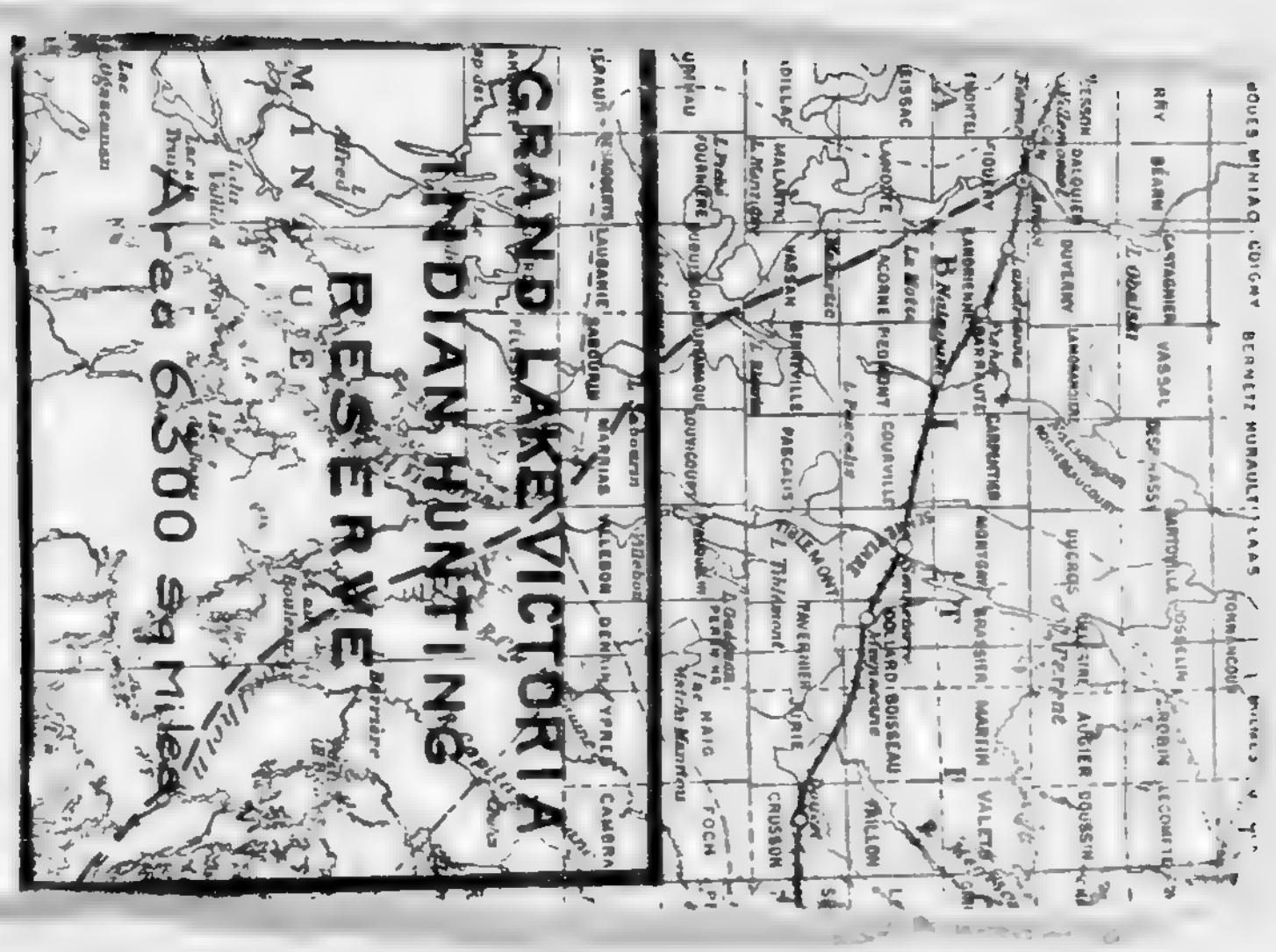
With kind personal regards, I remain,

Yours sincerely,

R. A Hoey,
Supt. of Welfare & Training.

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Indian Affairs. (RG 10, Volume 6001, File 1-1-1, part 4)
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Indian Affairs
School Files

RG 10, Volume 6002

File 1-1-1 , part 8, Headquarters - Schools - General. 1949 - 1951
File 1-1-16, part 1, Headquarters - Schools - General. 1949 - 1952

Indian Affairs. (RG 10, Volume 6002, File 1-1-1, part 8)
School Files

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CANADA

FILE NO. 1-1-1 VOL.3

DEPARTMENT OF MINES AND RESOURCES

INDIAN AFFAIRS BRANCH

SUBJECT

SCHOOLS

GENERAL CORRESPONDENCE

VOLUME 3

FROM 4 SEPT 1946

TO

FILE NO. 1-1-1 VOL.3

REFERENCE				DISPOSAL			
Referred To	By	Remarks	Date	PA or BF	By	Date	For Records Use
		14276	15/1/41				
	1	14863	17/1/42	PA		19/1	
	SM	28457	7/3/42	PA		9/3	
	SM	memo	21/3/42	PA		21/3	
		4561		PA		30/3	
E6		Check location Miss Mo					
	Em	Ap				2/5	
						5/8	
	SM	7901	12/9				
	2m	7731	12/10			5/9	
						10/10	
	Em	2432	23/10				
	Em	8602	2/11	PA			
	Em	10583	10/11	PA		14/	
	Em	11345	14/11	PA		11	14/11
	Em	14017	25/11				30/11
	Em	10891	30/11				8/12

ARCHIVES BLIQUES

DO NOT WRITE BELOW THIS LINE

FILE NO. 1-1-1

DEPARTMENT OF MINES AND RESOURCES

INDIAN AFFAIRS BRANCH

VOLUME 8

SUBJECT SCHOOLS

GENERAL CORRESPONDENCE

FROM

TO

REFERENCE				DISPOSAL			
Referred To	By	Remarks	Date	By	Date	For Reply or Use	
E	EM	20233	23/12	NA	23/12		
E	EM	112	16/1				
E	EM	87	12/12				
E	EM	4206	15/1/54				
E 3	EM	13515	27/2	PA	3/3/60	3/3/60	
E	EM	18799	22/3	PA EM	25/3/60		
E	EM	Memo	3/3	See 1-1-8			
E	EM	2011	14/3				
				V Care	8/4/50		
E	EM	8351	11/4				
E	E3	Suggestions for Principal's Report	12/4				
E	EM	4321	15/4				
E 6	E	Have you bulletins	14/4	EM	27/4/50		
E	EM	3715	17/4				
E 6	EM	4745	22/4	EA EM	27/4/50		
Encls	&	d covers for	4321	3715			
E	EM	14854	28/5	PA EM	23/5/52		
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DO NOT WRITE BELOW THIS LINE

ARCHIVES PUBLIQUES CANADA

FILE NO. [illegible]

DEPARTMENT OF CITIZENSHIP AND IMMIGRATION

INDIAN AFFAIRS BRANCH

SUBJECT [illegible]

VOLUME [illegible]

FROM [illegible]

TO

REFERENCE				DISPOSAL			
Referred To	By	Remarks	Date	PA or BF	By	Date	For Records Use
[illegible]	[illegible]	11846	15/10				
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SUGGESTED AGREEMENT FOR TRANSPORTATION -- SUBJECT TO REVISION IN SOME CLAUSES IN ORDER TO SUIT LOCAL CONDITIONS

MEMORANDUM OF AGREEMENT made this ..... day of .....

BETWEEN: ..... (Name and Address) ..... Province of ....., hereinafter called the Operator of THE FIRST PART,

- and -

THE INDIAN AFFAIRS BRANCH, Department of Mines and Resources, hereinafter called the Party of THE SECOND PART,

WITNESSETH THAT in consideration of the mutual covenants, agreements and undertakings herein contained the Operator on behalf of himself, his heirs, executors, administrators and assigns, and the Party of the Second Part and their successors mutually covenant and agree as follows:-

1. The Operator shall transport to and from..... school each school day all pupils, designated by the Party of the Second Part, from the ..... Reserve who are in attendance at the school during the period covered by this contract, the estimated number being ..... pupils and ..... teacher.

2. The contract shall commence.....and terminate .....

3. The Operator shall use a motor vehicle properly licensed and insured as required by The Public Vehicle Act and the Regulations thereunder.

4. The Operator shall follow a route described as follows, leaving ..... and proceeding .....

.....

5. The first pupil shall be picked up not later than 8.30 a.m. Roads and weather permitting, the vehicle shall arrive at the school at 8.45 a.m. It shall leave the school at 4.15 p.m. and shall follow the route in the opposite direction.

6. The cost of all insurance shall be paid by the Operator.

7. The Party of the Second Part shall pay to the Operator the sum of.....

8. The Operator shall pick up the pupils at any place on the route where the pupils may be, and shall permit them to alight at any place which they designate unless the steps en route are designated by the Party of the Second Part.

9. In case of any accident causing personal injuries to any pupil, the Operator shall not be relieved from liability by reason of the vehicle being operated off the route described in Paragraph 4 of this Agreement, whether or not the vehicle is operated off the route with or without the consent of the Operator, and whether or not the vehicle is operated off the route at the request or consent of any passenger.

10. The Operator agrees with the Party of the Second Part that while the vehicle is operated on any private road or other place he shall assume the same liability as is imposed upon him by The Highway Traffic Act while the vehicle is operated on a highway.

11. The Operator shall be deemed to be in the business of carrying passengers for compensation, notwithstanding payment or lack of payment under the terms of this Agreement and notwithstanding any lack of power on the part of the Party of the Second Part to enter into this Agreement.

.....2

PUBLIC ARCHIVES
ARCHIVES PUBLIQUES
CANADA

Indian Affairs. (RG 10, Volume 6002, File 1-1-1, part 9)
School Files

12. This Agreement may be terminated by mutual consent of the Party of the Second Part and the Operator or, on the last day of any calendar month, provided that written notice to that effect is given by either of the parties to the other at least one month prior to the said date.

IN WITNESS WHEREOF the Party of the First Part has set his hand and seal and the parties of the Second Part have hereunto set their hands and seals.

SIGNED, SEALED AND DELIVERED
in the presence of

Witness_____ Signature of Operator_____

Witness_____ Signature of Indian Supt._____

Indian Affairs. (RG 10, Volume 6002, File 1-1-1, part 8)
School Files

PUBLIC ARCHIVES
ARCHIVES PUBLIQUES
CANADA

SUGGESTED AGREEMENT FOR TR...
TO REVISION IN SOME CLAUSES IN O...

MEMORANDUM OF AGREEMENT made this ..... d...

BETWEEN: ..... (Name and Address) ...
Province of ....., hereinafter called the Opera...
PART,

AND: INDIAN AFFAIRS BRANCH, Department of Mines and Resources, hereinafter called the Party of THE SECOND PART,

WITNESSETH THAT in consideration of the mutual covenants, agreements and undertakings herein contained the Operator on behalf of himself, his heirs, executors, administrators and assigns, and the Party of the Second Part and their successors mutually covenant and agree as follows:-

1. The Operator shall transport to and from.....School each School day all pupils, designated by the Party of the Second Part, from the ..... Reserve who are in attendance at the school during the period covered by this contract, the estimated number being ..... pupils and ..... teacher.

2. The contract shall commence.....and terminate .....

3. The Operator shall use a motor vehicle properly licensed and insured as required by The Public Vehicle Act and the Regulations thereunder.

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10. The Operator agrees with the Party of the Second Part ... while the vehicle is operated on any private road or other place ... assume the same liability as is imposed upon him by The Highway ... not while the vehicle is operated on a highway.

11. The Operator shall be deemed to be in the business of carrying passengers for compensation, notwithstanding payment or lack of payment under the terms of this Agreement and notwithstanding any lack of power on the part of the Party of the Second Part to enter into this Agreement.

.....2

PUBLIC ARCHIVES
ARCHIVES PUBLIQUES
CANADA

Indian Affairs. (RG 10, Volume 6002, File 1-1-1, part 8)
School Files

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SIGNED, SEALED AND DELIVERED

in the presence of

Witness_____ Signature of Operator_____

Witness_____ Signature of Indian Supt._____

Indian Affairs. (RG 10, Volume 6002, File 1-1-1, part 8)
School Files

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ARCHIVES PUBLIQUES
CANADA

POOR COPY

p 4

SUGGESTED AGREEMENT FOR TRANSPORTATION -- SUBJECT TO REVISION IN SOME CLAUSES IN ORDER TO MEET LOCAL CONDITIONS

MEMORANDUM OF AGREEMENT made this ..... day of .....

BETWEEN: ..... (Name and Address) ..... Province of ....., hereinafter called the Operator of THE FIRST PART,

AND: INDIAN AFFAIRS BRANCH, Department of Mines and Resources, hereinafter called the Party of THE SECOND PART,

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PUBLIC ARCHIVES
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CANADA

Indian Affairs. (RG 10, Volume 6002, File 1-1-1, part 8)
School Files

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SIGNED, SEALED AND DELIVERED

in the presence of

Witness_____ Signature of Operator_____

Witness_____ Signature of Indian Supt._____

Indian Affairs. (RG 10, Volume 6002, File 1-1-1, part 8)
School Files

PUBLIC ARCHIVES
ARCHIVES PUBLIQUES
CANADA

SUGGESTED AGREEMENT FOR TRANSPORTATION -- SUBJECT TO REVISION IN SOME CLAUSES IN ORDER TO MEET LOCAL CONDITIONS

MEMORANDUM OF AGREEMENT made this ..... day of .....

BETWEEN: ..... (Name and Address) ..... Province of ....., hereinafter called the Operator of THE FIRST PART,

AND: INDIAN AFFAIRS BRANCH, Department of Mines and Resources, hereinafter called the Party of THE SECOND PART,

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PUBLIC ARCHIVES
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CANADA

Indian Affairs. (RG 10, Volume 6002, File 1-1-1, part 8)
School Files

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in the presence of

Witness_____ Signature of Operator_____

Witness_____ Signature of Indian Supt._____

Indian Affairs. (RG 10, Volume 6002, File 1-1-1, part 8)
School Files

PUBLIC ARCHIVES
ARCHIVES PUBLIQUES
CANADA

1-1-1

(E)

7 December, 1949.

[redacted]

TRANSPORTATION WARRANTS

I am anxious to retain the warrant book presently in my possession. We use it to provide transportation for Indian pupils going to the Spanish Residential School and for Golden Lake children attending high school in Ottawa. We also use it for our own officials, as often they prefer to have transportation by warrant rather than by accountable advance. There is then less trouble with the retention of ticket stubs, writing out of expense accounts, etc.

Bernard F. Neary,
Superintendent of Education.

Colonel Neary -

[redacted] jor MacKay wishes to have your comments on the attached memorandum.

7/12/49.

C. Manrum -

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CANADA

Indian Affairs. (RG 10, Volume 6002, File 1-1-1, part 8)
School Files

COPY

File No. 481-3-41 Treas.

INDIAN AFFAIRS BRANCH

TREASURY OFFICE

Ottawa, December 5, 1949.

MEMORANDUM: THE DIRECTOR,-

Transportation Warrants

At the present time there are in excess of 100 books of Transportation Warrants in the hands of officers of the Branch at various locations.

Of the above, the following officials at Head office have presently books in their possession:-

G. Armstrong
M. McCrimmon
J.E. Morris
E.F. Neary

In view of the fact that cash advances are made for travel purposes sufficient to take care of the cost of railway transportation, etc., perhaps you would consider the recall of the books in question.

The case of Mr. G. Armstrong should, however, be considered in a somewhat different light from that of the other officers. The warrants he has were never intended for personal travel purposes but rather for issue to Indians as a welfare measure in certain circumstances.

(sgd) W. Lauchlan

Chief Treasury Officer.

WL/S

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CANADA

Indian Affairs. (RG 10, Volume 8002, File 1-1-1, part 8)
School Files

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1-1-1

DEPARTMENT OF LABOUR

CANADA

Mr. R. A. Hoey,
Director,
Indian Affairs Branch,
Department of Mines & Resources,
Booth Bldg.,
Ottawa, Ont.

OTTAWA, Ontario

December 1, 1949

15724

Gentlemen:

Once again, it is time to start planning for the employment of university students at the end of the academic year. Although many veteran students have already graduated there will still be exceptionally large classes, due to the presence of veterans, in 1950 and 1951. It is obviously important that employment be found for them - permanent for graduates and temporary for undergraduates.

It may seem rather early to introduce this subject but dealing with the problem involves several months' work and an immediate start is therefore imperative. The full resources of this Department and the National Employment Service will be used to assist in filling your requirements and in finding positions for students seeking them. However, your assistance is vital; without it the problem could not be solved. It would be greatly appreciated therefore if you would list your estimated requirements on the enclosed form and return it to the address given at the top of the form. It is requested that, in listing requirements you supply as full information as possible on such items as remuneration, types of training, whether you will consider applicants from all universities or on some more restricted basis, etc. Complete information will greatly assist in efficient selection of applicants.

Even at this early date you will no doubt be able to give a fairly close estimate of the 1950 graduates you will require. It is realized that at this time it may be more difficult to judge exact requirements for summer employees. However, it will be most helpful if you will list known openings now and indicate a date when further information will be available. Officers of the National Employment Service will then get in touch with you at the time indicated.

Should you make a practice of visiting universities to make your own selection of students, this letter will serve as a reminder that it is time to consider your planning on student employment. It is also a request that employers who make a direct approach will nevertheless furnish the National Employment Service with information as to how many students will be engaged so that the general picture of available openings will be known. Lastly, it is to advise you of assistance available from the National Employment Service in such matters as arranging interviews on the campus, etc. At the Prairie universities, full time N.E.S. offices operate on the campuses throughout the academic year. At other universities, N.E.S. liaison officers work in co-operation with university staffs.

When you avail yourself of this service, it would greatly increase the efficiency of the whole scheme if, when positions are filled, you would immediately notify the N.E.S. local office in your city. When this is done, all offices will be notified and be governed accordingly.

Your co-operation in this matter will be of great assistance and will be appreciated by the students themselves and the university authorities, as well as the government organizations concerned.

Yours very truly,

Humphrey Mitchell

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CANADA

Indian Affairs. (RG 10, Volume 6002, File 1-1-1, part 8)
School Files

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CANADA

GOVERNMENT OFFICERS DISCUSSION GROUP

Ottawa, December 3, 1949.

Dear Sir:

Another interesting subject will be under discussion at the next meeting of the Group, which will be held on Thursday evening, December 9.

Dr. H. L. Keenleyside, Deputy Minister of Mines & Resources, will be in the Chair and will lead the discussion on "Canadian Policies and Administrative Activities in the North".

Other speakers will include G. E. B. Sinclair, Chief of the Lands Division, J. G. Wright, Chief of the Arctic Division, and B. F. Neury, Superintendent of the Indian Affairs Education Service, all of the Department of Mines and Resources.

Dr. Keenleyside and his associates will deal with various aspects of the administration of our Northern natural resources, the Government's activities in the Eastern Arctic, native education and welfare, and other interesting problems that arise in connection with the development of our vast northern reaches.

Date - Thursday, December 9
Time - 8:00 p.m.
Place - Room 231, Centre Block
(Railway Committee Room)

Yours very truly,

J. H. Perry
R. H. Taber

Program Committee.

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CANADA

Indian Affairs. (RG 10, Volume 6002, File 1-1-1, part 8)
School Files

CANADA

DEPARTMENT
OF
MINES AND RESOURCES
INDIAN AFFAIRS BRANCH

PLEASE QUOTE

FILE

OTTAWA, December 7, 1949.

Memorandum:

Colonel Neary

In compliance with your request I am attaching hereto a statement showing the annual holiday leave credits of the Indian Education Division Staff for the current year 1949 - 50, also overtime credits.

Beatrice Hellier

Personnel Section

Enc.

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CANADA

Indian Affairs. (RG 10, Volume 6002, File 1-1-1, part 8)
School Files

copy for 1-1-1

486-6-1 E)

, November 30, 1 4[illegible].

Memorandum:

DIRECTOR

I would recommend that Mr. Rioux attend the next meeting of the Panel on Indian Research and if you wish, I will phone him directly and arrange to have an interview so that I can explain how our Panel is working.

I will shortly be sending to you the minutes of the first meeting of this Panel.

for Bernard P. Neary,
Supt. of Indian Education.

BPN/M'cN

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CANADA

Indian Affairs. (RG 10, Volume 6002, File 1-1-1, part 8)
School Files

1-1-1

TO:.....

.....

Please note that Mr. John David Minnis is being appointed Superintendent, Indian agency, Grade 2, for the Norway House Indian agency, Manitoba. The appointment of Mr. Minnis will be effective November 15th, 1949, as he reported for duty on that date to the Pas agency and will proceed from there to the Norway House Agency.

All communications to the Norway House Indian agency should now be addressed as follows:-

J. D. Minnis, Esq.,
Superintendent, Indian Agency,
Norway House, Man.

PUBLIC ARCHIVES
ARCHIVES PUBLIQUES
CANADA

Indian Affairs. (RG 10, Volume 6002, File 1-1-1, part 8)
School Files

CIRCULATION LIST "B"
ALL DEPARTMENTS

COL.NEARY _____
MR. PHELAN P.L.P.
MR. DOUCET _____
MR. CLARK _____
MR. TRACK W.T.
MISS MEITZ _____
MISS DOLAN _____
MISS TRAPPITT _____
MISS MOORE a.m.
MISS MURPHY _____
MR. MCBRIDE E.M.
MR. LAFRENIERE _____
MR. BOUGHNER _____

MR. MC CRIMMON _____
MISS V.BURKE _____

MR. H.CONN H.R.C.
MR. GORMAN _____
MR. O'CONNOR
Miss H. Nadeau _____

.....

PUBLIC ARCHIVES
ARCHIVES PUBLIQUES
CANADA

Indian Affairs. (RG 10, Volume 6002, File 1-1-1, part 8)
School Files

WELCOME
NEW CANADIANS

MAYOR'S WELCOME TO NEW CANADIANS

On behalf of the people, the City Council and myself, I have much pleasure in welcoming you to our Canadian City. We are glad to have you join our great and happy Canadian family. I feel sure that you have a great contribution to make to our Canadian way of life and that you will appreciate the privileges of our Canadian Dominion, known as Democracy, especially that of an eduction in our Night School. I trust that you will make good progress in Citizenship and English and that you will thereby enjoy to the full this Great Dominion of Canada, and that you will always enjoy your association with other Canadians.

W. B. Hughes-Games, Mayor,
CITY OF KELOWNA

To all the members of this class in English and Citizenship I give a hearty welcome. You have come to make your home in Canada. We welcome you and want you to be happy and prosperous and to do all you can to help make Canada prosper as the home of free and well satisfied people. These studies will help you to do all these things.

A. S. Matheson, Inspector of Schools
DEPARTMENT OF EDUCATION.

I am pleased that we have this opportunity of helping you through our Night School Classes to gain a wider knowledge of this Canada of ours and our Canadian way of life. Through willingness to attend these classes you are showing your desire to become good Canadians and to take your part in building this great country of ours. We trust that you will benefit from your attendance at these classes, and that the knowledge you will acquire and the associations you will form will be both pleasant and profitable. We are glad to welcome you as New Canadians and we trust that you will make your contribution to the building of a better Canada.

W. J. Logie, Principal
KELOWNA HIGH SCHOOL

PUBLIC ARCHIVES
ARCHIVES PUBLIQUES
CANADA

Indian Affairs. Vol. [illegible], Volume [illegible], File [illegible], Part [illegible]
School Files

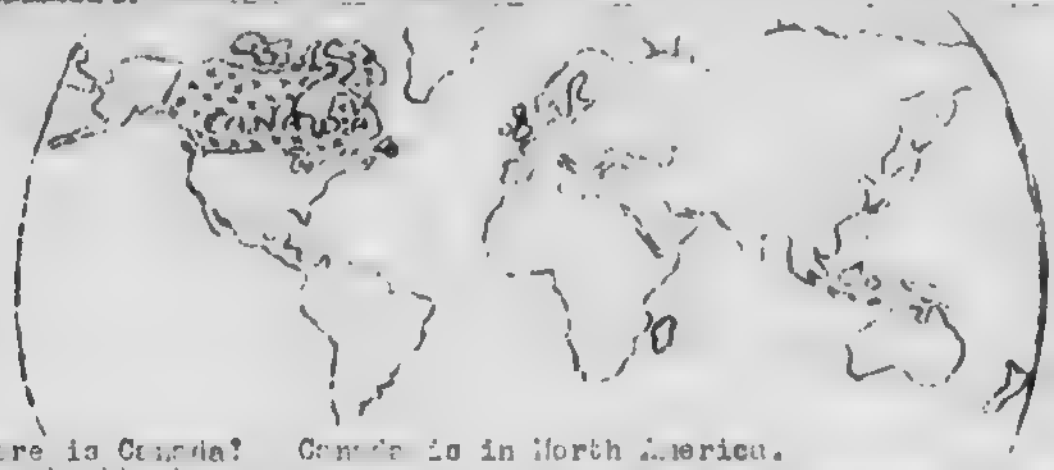


WHAT A CANADIAN SHOULD KNOW

Indian Affairs. (RG 10, volume 6810, File 1-1-1, part 9)
School Files

PUBLIC ARCHIVES
ARCHIVES PUBLIQUES
CANADA

CHAPTER I (Resources & Products).



1. Where is Canada? Canada is in North America.



2. Where is Canada?
Canada is the second largest country in the world.



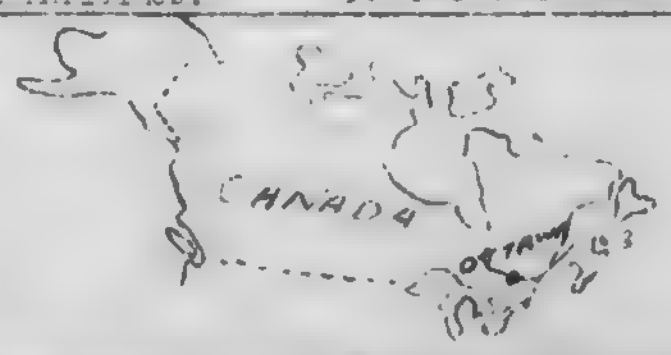
3. What are the limits and size of Canada?
The boundaries of Canada are:-

West - The Pacific Ocean.
North - The Arctic Ocean.
East - The Atlantic Ocean.
South - The United States.



4. What are the important geographical regions of Canada?
The five important geographical regions of Canada are : -

1. The Pacific Coast.
2. The Prairies.
3. Ontario and Quebec.
4. The Maritimes.
5. The Far North.



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CANADA

Indian Affairs. (RG 10, Volume 6002, File 1-1-1, part 8)
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5. Name the Capital of Canada? The Capital City of Canada is Ottawa.



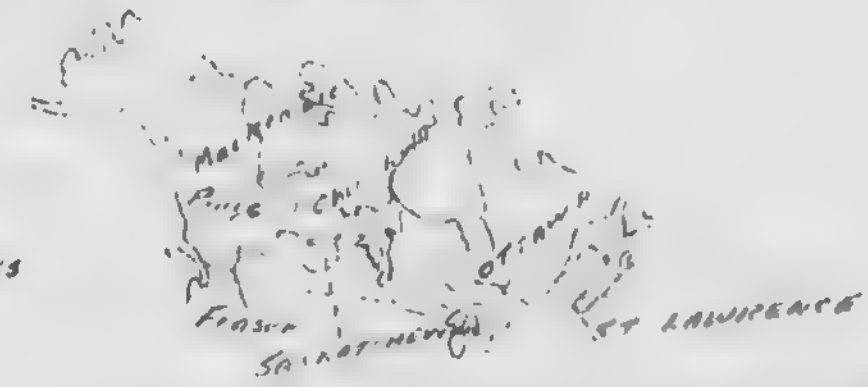
6. What are the political regions of Canada? The political regions of Canada are the ten provinces: -

1. British Columbia
2. Alberta
3. Saskatchewan
4. Manitoba
5. Ontario
6. Quebec
7. New Brunswick
8. Nova Scotia
9. Prince Edward Island. 10. Newfoundland.

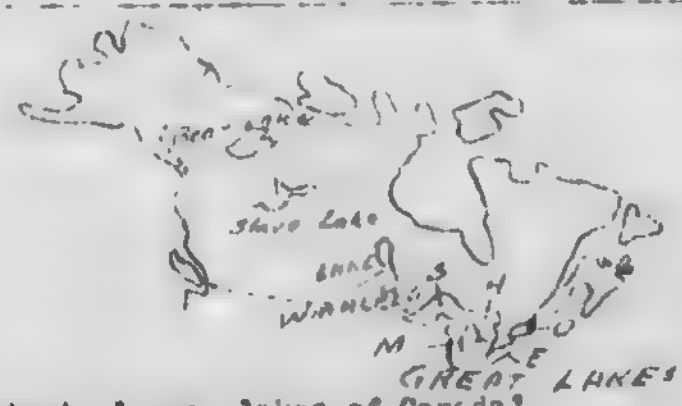


7. Name the capital of each Province of Canada.

1. Victoria is the Capital of Britis. Columbia.
2. Edmonton " " " " Alberta.
3. Regina " " " " Saskatchewan.
4. Winnipeg " " " " Manitoba.
5. Toronto " " " " Ontario.
6. Quebec City " " " Quebec.
7. Fredericton " " " New Brunswick.
8. Charlottetown " " " " Prince Edward Island.
9. Halifax " " " " Nova Scotia.
10. St. John " " " Newfoundland



8. Name the important rivers of Canada? The Fraser & Columbia, the Peace and Mackenzie Rivers, the Churchill & Saskatchewan Rivers, and the St. Lawrence and Ottawa rivers.



9. Name the important large lakes of Canada?
Great Slave Lake.
Great Bear Lake.
Lake Winnipeg.
The Great Lakes:- Lake Superior. Lake Huron. Lake Erie, Lake Ontario Lake Michigan (U.S.A.)

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10. Is Canada very rich? Yes, Canada is blessed with vast natural resources.



11. In the production of what commodities does Canada lead the World?
Canada leads the world in the production of newsprint, nickel, radium, platinium and asbestos.

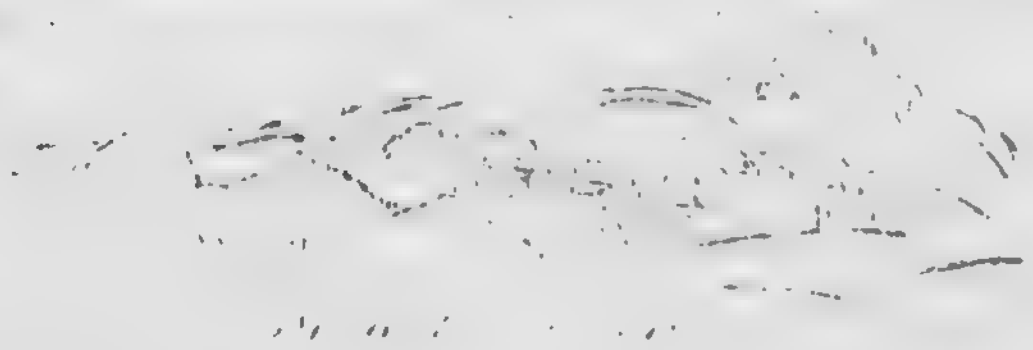


12. Is Canada a large exporting nation? Canada is the second largest exporting nation.





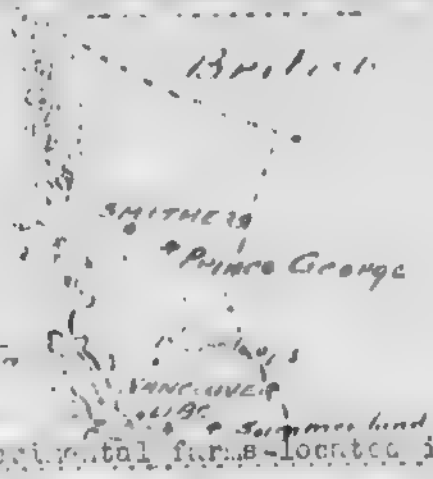
13. What is Canada's leading industry? Canada's leading industry is Agriculture.



14. How does Canada help the farming industry? Canada maintains a dominion-wide chain of Experimental Farms where you can obtain information about farming problems.

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PUT A CIRCLE AROUND EACH.



15. Where are these experimental farms located in your province?

In B. C. these farms are located at -

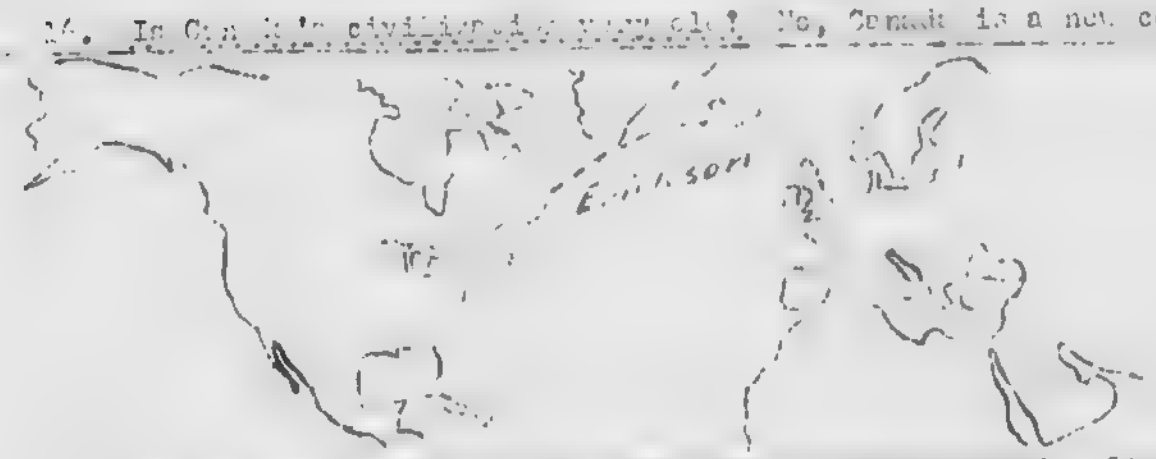
1. Summerland
2. Prince George
3. Agassiz
4. Cranbrook
5. Saanich
6. University of B.C.
7. Kamloops

(The University of British Columbia conducts a number of experimental projects and welcomes enquiries from farmers regarding their problems.)

HISTORY



16. Is Canada a civilized country? No, Canada is a new country.

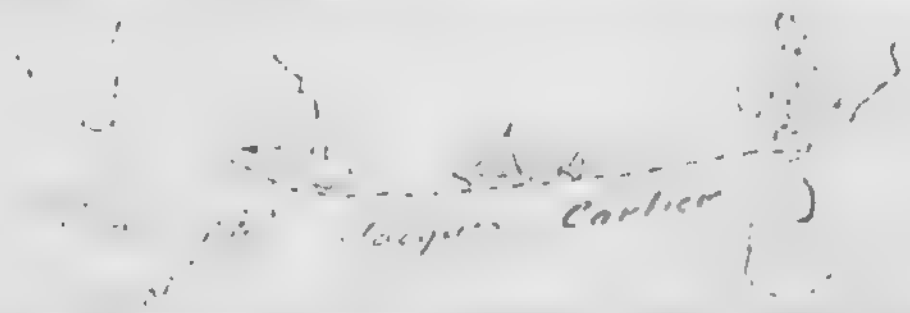


17. Who was the first known European who visited Canada? Leif Erickson first visited this country in 1000 A.D.



18. When was America discovered? Newfoundland was first discovered in 1497.

Christopher Columbus discovered America in 1492.



19. Who discovered Canada? Jacques Cartier discovered Canada in the year 1534.



(1534 - 1763) French Regime

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20. What era began at this time? The French regime began with Cartier.

FRENCH, KING

Governor of Canada

21. How was Canada governed by the French?

Canada was governed by a military Governor who took order from the King of France.

Newspaper Fur Trade Colonization

22. What important work was carried out by the French?

The French sent missionaries among the Indians and the traders bought their furs.

23. Did other European countries colonize America?

Britain also colonized the central parts of North America.

24.

25. What was the result of this colonization?

It led to the Anglo-French rivalry and war for North America.

26. How did this war end?

By the Treaty of Paris 1763, France ceded Canada to Britain.

27. What era began with 1763? The British regime began on that date.

BRITISH REGIME (1763-1931)

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How was Canada now governed?
Canada was governed by a British Military Governor who took orders from the English Parliament.

2°. What was the population of Canada in 1763?
The population of Canada was 70,000 (60,000 French, & 10,000 British.)

29. What Act was passed to satisfy the French in Canada?
The British Parliament passed the Quebec Act in 1774.

30. What were the provisions of the Quebec Act of 1774?
Quebec Act, 1774. (1. Governor and Appointed Council
(2. Freedom of Catholic Religion.
(3. British Criminal Law.
(4. French Civil Law.

31. Did the people of Canada have much say in this form of government?
No, the Governor and Appointed Council took their orders from the British Government.

British Canadians wanted an elected parliament in Canada like the democratic House of Commons in Britain.

32 - - - - -

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32. Why did the British-Canadians dislike the Quebec Act?

The British-Canadians disliked the Quebec Act because, having tasted the benefits of a parliamentary system of government in Britain, they wanted the same democratic system in the Canadian Colony.

33. What important event took place after the Quebec Act?

The American Revolution against Britain broke out in 1775 and the invasion of Canada followed.

34. What did the French-Canadians do?

The French-Canadians remained loyal to Britain and successfully fought with the British against the Americans.

35. What happened to the Americans who remained loyal to Britain?

The Loyalists left the American colonies to settle in Canada.

1763 1783

36. A significant change occurred in the makeup of people in Canada?

The French majority was changed to a British majority.

1791 — Canada divided in 1791 — Canada

CANADA ACT

37. What change is brought about? A new act was passed to replace the Quebec Act.

CANADA ACT (ACT 1791)

- 2 Provinces
  - Upper Canada
  - Lower Canada
- Government
  - ELECTED ASSEMBLY
  - Governor
  - Council
- Freedom of Catholic Religion
- Protestant Church Endowed

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39. What Act was passed by the British Parliament to satisfy the British in Canada?

THE CANADA ACT of 1791. (CANADA ACT)

PROVISIONS:-
1. Upper Canada } provinces.
2. Lower Canada }
3. Governor }
4. Council } Government.
5. Elected Assembly }
6. Freedom of Catholic Religion.
7. Protestant Church endowed.

Elected Assembly could not make its own decisions.

Canadian laws passed by British

38. Why did trouble develop at once after the Constitutional Act?

Canadians wanted control of their own affairs. There was friction between the Governor-Council and the Elected Assembly.

England

Britain's Governor and Council

in

Chief

Canada

40. Who has the real power in Canada?

The Governor from England and his Council.

The Parliament of Canada (the people) should have the power to rule Canada

41. Who should have real power in Canada?

The legislative assembly elected by the people of Canada should have real power - especially over matters like taxation and the expenditure of public monies.

In 1812 the Americans invaded Canada for a second time to drive a European Power (Britain) out of America. Canada's successful defense prevented reform in favor of self government

42. What incident prevented action?

The war of 1812-1814 between the U.S.A. and Canada prevented internal strife and kept Canada a British country

Leave America alone!

America rejected European Intervention.

43----------:

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OAK SAFETY ▲ FILM

42-A. Monroe Doctrine:
It was at this time that America initiated the Monroe Doctrine - that Europe keep hands off America.

Rebellion 1837

43. When did trouble flare up?
Trouble reached a climax in the Rebellion of 1837.

Britain's Attention!

44. Did the Rebellion settle anything?
No, it finally convinced Britain that there was real trouble in Canada.

Lord Durham came!

45. What was done about it?
Lord Durham was sent out from England to investigate the trouble.

Lord Durham was commanded
to report.

46. What did Lord Durham do?
After a thorough investigation, Lord Durham submitted a famous Report to the British Government in 1839.

(Self Government
for Canada)

47. What were two of Lord Durham's recommendations:
Lord Durham's Report of 1839 advocated -
1. Union of the two provinces (Upper & Lower Canada.)
2. Institution of Responsible Government. (The Governor must accept the advice of the elected assembly.)

Britain was now ready
to grant Responsible (Self)
Government to Canada.

48.....

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48. How did the British Government look upon this report?

The British Government accepted Lord Durham's famous report.

Canadians continued to demand self-government.

49. What did the Canadians do during this time?

Both the British and French-Canadian reformers in Upper & Lower Canada continued their fight against the power of the Governors and their appointed councils. This fight was peacefully conducted after 1837.

Triumph achieved by peaceful means

50. Did the Reformers win?

The reformers triumphed in the famous Baldwin-Lafontaine government with the great Lord Elgin as Governor.

The re election of the Government proved that Canadians wanted self-government

51. What action proved that the reformers had triumphed? (won)

The election of 1847 re-elected the Baldwin-Lafontaine government, The Rebellion Losses Bill was passed, and signed by the Governor, Lord Elgin) in 1849.

I The people re-elected the Government
II The Government passed a Bill
III The Governor signed this Bill
IV This Bill became Law (the people's wish).

RESPONSIBLE GOVERNMENT.

52. Explain the last answer.

The Governor asked for an election (1847) to make certain that the Rebellion Losses Bill was really wanted by the people, when the Baldwin-Lafontaine Government was re-elected and again passed the Rebellion Losses Bill, the Governor (Lord Elgin) acted upon the wishes of the people expressed through Parliament and signed it - making it law.

The Rebellion Losses Bill was a law designed to compensate for losses suffered through the Rebellion of 1837 - widow's pensions and property losses.

Canada's problems were not all solved
I Canada was not united
II Canada had few defences

53 - - - - - -

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-WHAT A CANADIAN SHOULD KNOW- (again)

52. Did Canadians feel secure after this triumph?

The American Civil War (North versus South over slavery) which broke out in 1861, made Canada realize that she was without defences and far from united with other parts of British North America.

Canadians wanted - I Rep. by Pop.
II Better taxation
III More railroads

53. What were conditions like in Canada by 1864?

By 1864, political conditions in Canada had reached the stage of deadlock - Canadians wanted representation by population, a better system of taxation, and more railroads.

I Charlottetown Convention
II Quebec Conference (72 resolutions)
III Confederation (1867) - BNA Act.

54. What were the steps leading to the union of 1867, known as Confederation?

1. The first definite step was taken in the British - Charlottetown Convention, 1864.
2. The second step, the Quebec Conference, whose results were incorporated in 72 resolutions which became the basis of the B.N.A. Act.
3. The union (Confederation) was finally accomplished in 1867 on the passage of the British North America Act by the British Parliament in London.

DOMINION OF CANADA (in 1867)

55. Why do July 1, 1867 mean what?

July 1st (Dominion Day, 1867) was the first official birthday of the Dominion of Canada.

National Government

Prov. Gov. | Prov. Gov. | Prov. Gov. | Prov. Gov.

57. Explain the terms of the union?

There was to be a national government in charge of all matters pertaining to the country as a whole, and a provincial government in each province to deal with local matters.



CANADA
1867

58 - - - - - -

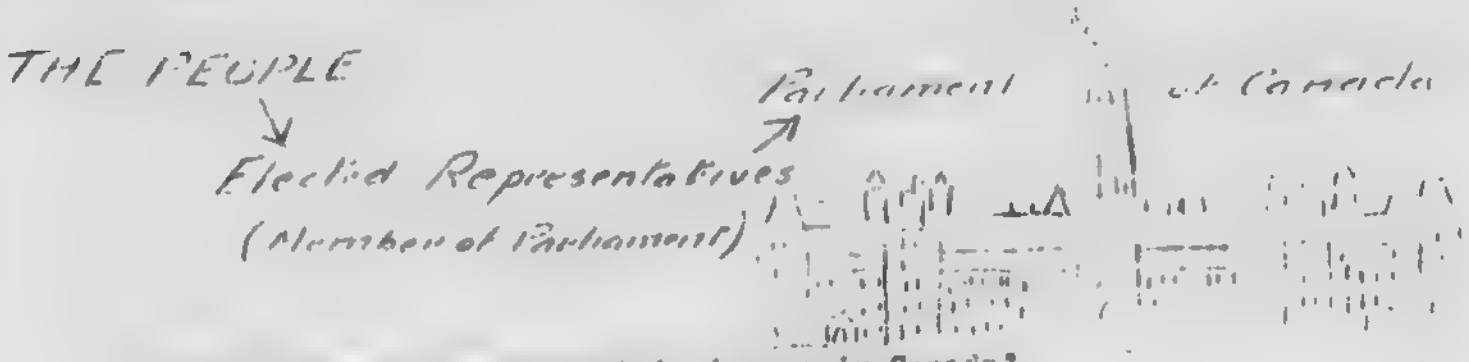
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[illegible]

[illegible] many provinces were joined by the British North America Act?

Four; Nova Scotia, New Brunswick, Quebec (Lower Canada) and Ontario (Upper Canada).



5. What system of government is in use in Canada?

The Democratic system of government is in use in Canada.

MANITOBA (1870)

60. In what year was Manitoba admitted to Confederation?

In 1870, Manitoba was admitted to Confederation.

BRITISH COLUMBIA (1871)

61. In what year did B.C. enter Confederation?

British Columbia entered the Dominion in 1871.

62. In what year did P.E.I. enter Confederation?

In 1873, Prince Edward Island entered Confederation as the Seventh Province.

Alberta Saskatchewan (1905)

63. In what year were Alberta and Saskatchewan admitted to Confederation?

Alberta and Saskatchewan were admitted to Confederation in 1905.

Labrador NEWFOUNDLAND (1949)

64. [illegible]

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- [illegible] -

In [illegible] Newfoundland join the Dominion of Canada?

Newfoundland became the tenth province of Canada in 1948-9.

Treaty signed by Canada } = nationhood

65. [illegible] Canada achieved by 1.15?

Canada achieved the [illegible] nationhood and since the Treaty of [illegible] on her own behalf.

Statute of Westminster } Canadian Independence

[illegible] development of our Canadian Nation?

[illegible] in the development of our Canadian [illegible] passage of the Statute of [illegible] independent sovereign state within [illegible] Nations.)

[illegible]

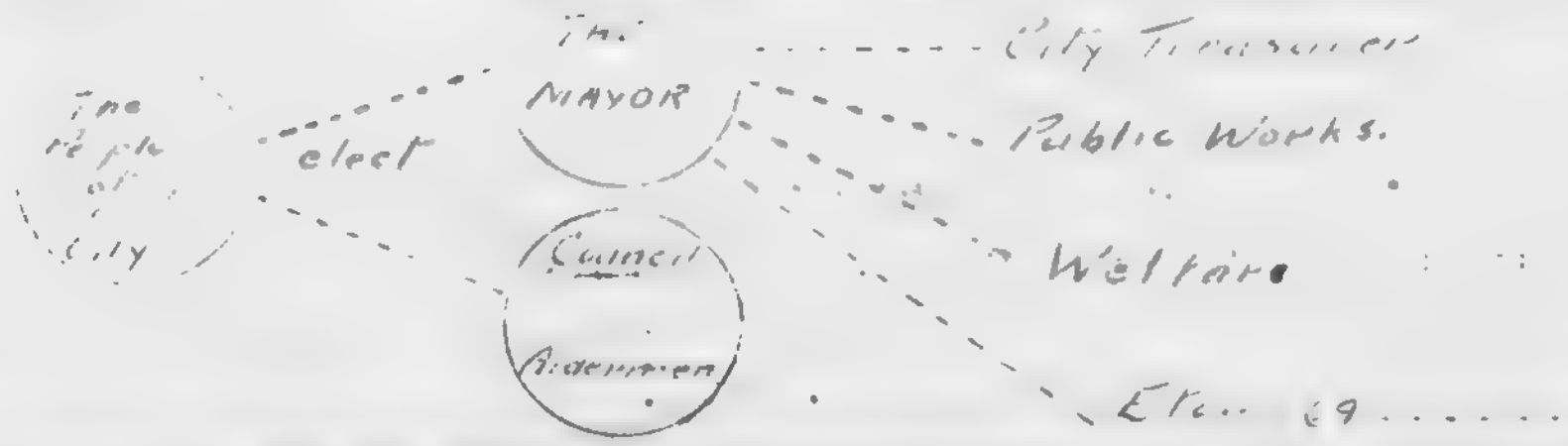
[illegible] ?

[illegible]

[illegible] local government.

[illegible] local government.

[illegible] local government is to look after local [illegible].



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69. What are the different kinds of municipalities in your Province?

In British Columbia, there are three kinds of municipalities -

1. City - 2. District - 3. Village.

Mayor and aldermen

Reeve and Councillors

71. Who are the elected officials of a district municipality?

Reeve and several councillors are elected officials of a district municipality.

Taxation

Annual provincial grants.

(Hospital grants, etc.

What are the sources of revenue for a municipal government?

The chief sources of revenue of a municipal government are taxation on property, and provincial grants such as school and hospital grants.

Tax 1 mill = $\frac{1}{1000}$ x $1.00 (assessed value)

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...is the rate of tax expressed in a municipality?

The rate of tax is expressed as so many mills on one dollar of assessed value.

Education
Land improvement
Municipal services { Roads, Streets
Police and fire protection
Water, light, etc., etc.

77. What are some of the services provided by a municipality?

Some of the services provided by a municipality are streets and road, water, power, fire and police protection.

...the parliament whose the elected representatives ...ons live.

...MEMBERS.

...Who Name of Country?

...

...

...

...

...the elected representatives ...people.

House of Commons (and Senate) = PARLIAMENT

...of Commons Members = Member of Parliament

...is often referred to the ...

...of Commons is often called ..., and its members ...called members of Parliament (...

CANADA

...OTTAWA.

...

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Tritoon.

t is the or t ent?

Parliament (House of Commons) originates ll legislations (laws) for the Dominion of Canada.

House of Commons (PARLIAMENT) = Laws of Canada

Municipal rules Provincial Laws. Dominion Laws, B.N.A Act

of Canadians who discuss nd ons.

Prime Minister

Minister of Finance | Minister of Foreign Affairs | Minister of Agriculture | Minister of ...

= The Cabinet, or (THE EXECUTIVE) Ministry).

t is the Cabinet?

The Cabinet is a body of outstanding men chosen by the head of of Commons or Senate.

A Cabinet Minister heads a Department (Example: Minister of Finance)

called a minister and usually s a cabinet of finance, foreign

(one final) Minister the real head of the Government of Canada.

inister?

r is the actual (real, t ent.

Leader of the party which receives the most votes or elects the majority of the House of Commons.

?

r, Senate or House of Commons.

Minister holds office for five years or until defeated in the House of Commons or end of his five year term.

inister hold of ce?

eader (head) of the e confidence of the or five-year term of

To represent the people of Canada.

King of Canada.

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... the Governor-General of Canada?

The Governor-General is the representative of the King of Canada.

The Governor of Canada follows the advice of the Canadian Government.

... Governor-General follow?

... Governor-General acts according to the wishes of the Canadian Government, and is in turn responsible to the House of Commons of Canada.

... Parliament and is elected.

... is the titular head of the Government of Canada?

... King of Great Britain is also distinctly the King of Canada.

... Governor-General must sign all legislation.

..., prorogue or dissolve ... (laws) passed by Parliament.

Legislative Assembly of the Province.

... legislature in each Province?

... is called the Legislative Assembly ... composed of the elected ... .

... and Cabinet of the Provinces

... up of the Premier ... the Legislative Assembly.

... ?

... that body of Government which ... persons ... directly by the people of Canada through their ... Parliament.

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11. [illegible]?

[illegible]

10. [illegible] vote [illegible]?

[illegible]

11. [illegible] ?

The voter receives a ballot of paper from [illegible] uty Returning officer, goes to a polling booth compartment, [illegible] cross opposite the candidate's name of his choice and [illegible] 1.of. It is then deposited [illegible].

12. [illegible] secret ballot [illegible] ?

[illegible]

13. What are the rights of [illegible]?

1. Protection of [illegible]
2. [illegible]
3. Freedom of worship.
4. [illegible]
5. [illegible]
6. [illegible]

14. List the duties of [illegible]

1. [illegible] to [illegible]
2. [illegible]
3. [illegible]
4. [illegible]
5. [illegible]
6. [illegible]

[illegible]

120. Who is the King of Canada?

121. Who is the Governor-General of Canada?

122. Who is the Prime Minister of Canada?

123. Who is the Leader of the Opposition?

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In the year of [illegible]

We represent this electoral [illegible]

[illegible]

[illegible] to the [illegible]

The Queen's Alphabet

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z.

a b c d e f g h i j k l m n o p q r s t u v w x y z.

God save our gracious King,
Long live our noble King,
God save the King!
Send him victorious,
Happy and glorious,
[illegible] to reign over us:
God save the King!

O Canada! our home and native land!
True patriot-love in all thy sons command,
[illegible] in [illegible]
[illegible]
With stern on guard, O Canada,
We stand on guard for thee.
Beneath, glorious and free
[illegible] we stand on guard for thee.
[illegible] for thee.

[illegible]
Government by the people....
Your Parents strengthen our democracy.
[illegible]

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[illegible]

[illegible] — Colonial [illegible] — [illegible]

Makes laws. — Carries out the laws — Explains the laws, enforces laws and punishes

Dates to Remember

1534 Discovery of Canada (French Colony)
1763 British Conquest of Canada (British Colony)
1774 Quebec Act (Freedom of Religion)
1791 Canada Act (First Elected Assembly).
1841 Responsible Government for Canada.
1867 Federation of four Canadian Provinces (Dominion Day)
1871 British Columbia joined the Dominion
1931 Statute of Westminster (Canada was declared an independent, sovereign nation.)

1534 French Era
1763 British Era
1931 Canadian Era

[illegible] for [illegible]
Freedom from fear.
Freedom of religion.
Freedom of speech..

[illegible] 4. four 5. five
[illegible] 7. [illegible] 9. nine 10. ten
[illegible] thirteen 14. fourteen 15. fifteen
[illegible] 17. [illegible]teen 18. eighteen 19. nineteen [illegible]
[illegible] forty 50. fifty 60. sixty 70. seventy 80. eighty
[illegible] ninety 100. one hundred 200. two hundred 300. three hundred
400. four hundred 500. five hundred 600. six hundred
700. seven hundred 800. eight hundred 900 nine hundred
1000 one thousand 2000 two thousand 3000 three thousand etc....

ENCLOSURE

KELOWNA JUNIOR HIGH SCHOOL

Box 445
RICHTER ST
KELOWNA, B.C.
December 2/49

Department of Education
Indian Affairs Branch
Ottawa

Dear Sir:

Please find enclosed a mimeographed copy of an illustrated primer on Canadian Geography, History, and Government. "What a Canadian should know." The questions and answers present highlights of Canada's story in such a way as to show our evolution to self-government and its dependence on individual worth.

I trust that you will overlook any mistakes you may find because the mimeographing was done by students, under rather adverse conditions.

The booklet has been well received by the New Canadians for whom it was prepared, and the High School students who saw it requested numerous copies for their personal use.

Encouraged by the response and the comments of fellow teachers, I have revised the present rough edition, and added word study and work book sections. Since I have no means of publishing this revision, it occured to me that you might be interested in publishing this booklet for your schools. If you were interested I could get the revised edition typed out and sent to you for examination.

In Kelowna, we have made an attempt to sell Canadian Democracy to both New and Old Canadians, and I think that some success has been achieved.

Yours very truly.

C. W. Bass, Teacher.

P.O. Box 445,
Kelowna, B.C.

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POOR COPY

COPY [illegible] of

sent

Rev. Father O'GRADY.
Principal,
Indian Residential School,
Kamloops, B. C.

E/ Pa →

1-1-1 (E)

10 December, 1949.

Mr. J. L. Barre,
Teacher, Kelowna Junior High School,
P. O. Box 448, Kelowna, B. C.

Dear Sir:

I have read with much interest your mimeographed bulletin on "What a Canadian Should Know".

Have you sent a copy of this to the Citizenship Branch? I believe they would be interested in this edition.

I do not know how useful this type of material would be in our Indian schools. From your own experience, you will realize how difficult it is to get Indian children interested in historical or geographical facts. In fact the most useful book of this kind which we have used is "A Story Workbook in Canadian History". In this book the trend is away from a factual presentation of facts towards the storybook type of history.

We might possibly try out the use of this bulletin in, say, the Kamloops Residential School. In fact I am sending Father O'Grady, the Principal, a copy of this letter, in the hope that you will write to him with a copy of your bulletin so that you may get his reaction and that of his teachers.

Sincerely yours,

Bernard F. Neary,
Superintendent of Education.

BFN/KM

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PR

134 Confederation Bldg.,
Ottawa, Dec. 10, 1949.

Dr. H. L. Keenleyside,
Deputy Minister of Mines and Resources,
Langevin Block,
O t t a w a.

Dear Dr. Keenleyside:

Just a few lines to express our appreciation to you for taking time out of a busy day to help with Thursday evening's meeting of the Group. Everyone was sorry that you could not stay but, as you predicted, Mr. Sinclair, Mr. Wright and Col. Henry led a most interesting and stimulating discussion.

I am sending you and each of your colleagues the sole honorarium which you will be getting for the effort you expended, namely, the speakers' identification cards, for which you may find some use. One of the men at the Printing Bureau has these cards made for each meeting and, for some reason which I have not yet learned, they are always done in duplicate. Hence I enclose your card in duplicate.

Yours very truly,

(SGD.) R. H. TABER
for Program Committee.

cc: C. E. B. Sinclair,
J. G. Wright,
✓B. F. Henry,
J. H. Perry.

RHT/KAY

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TO MR BF NEARY SPUT OF INDIAN EDUCATION INDIAN AFFAIRS BR M&R OTTAWA

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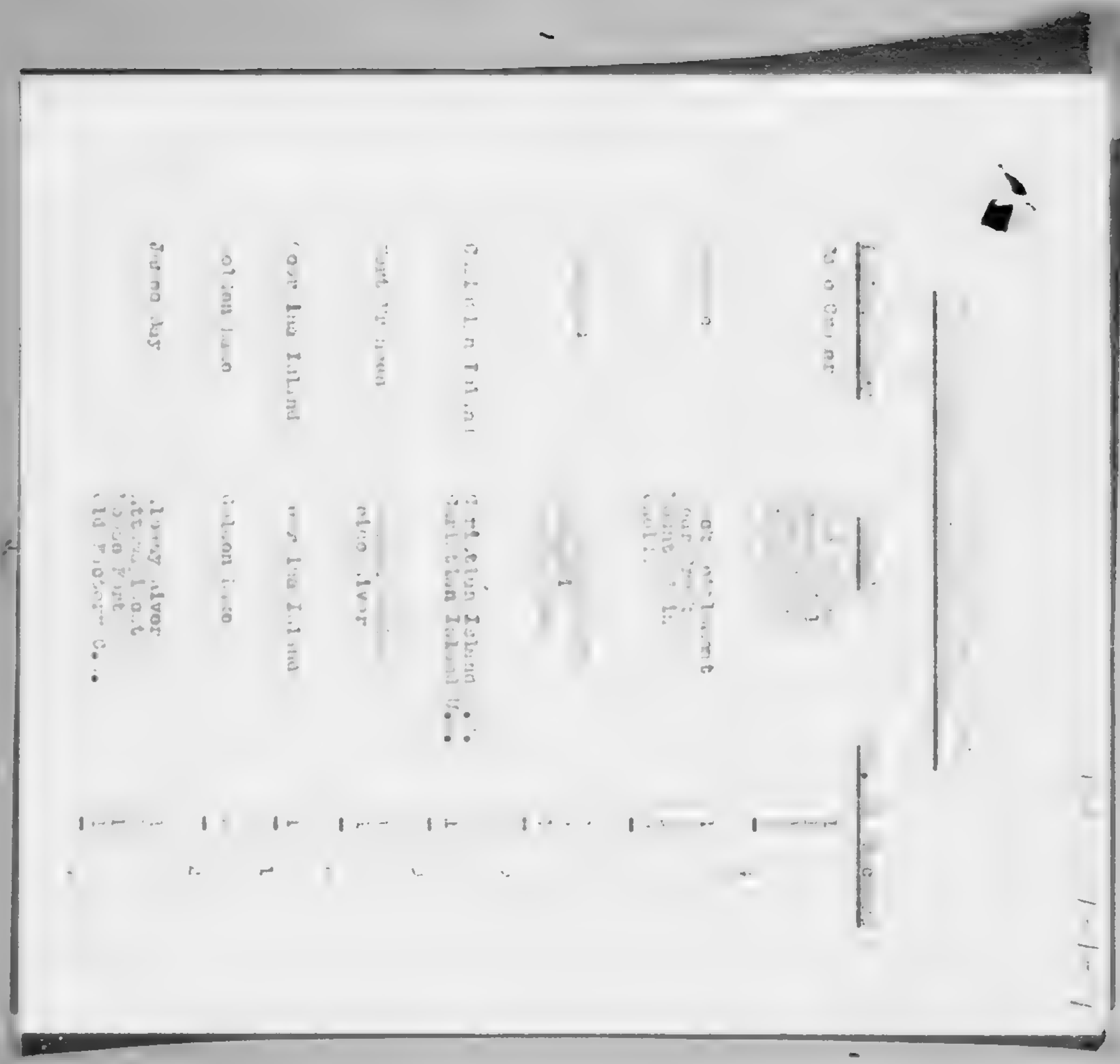
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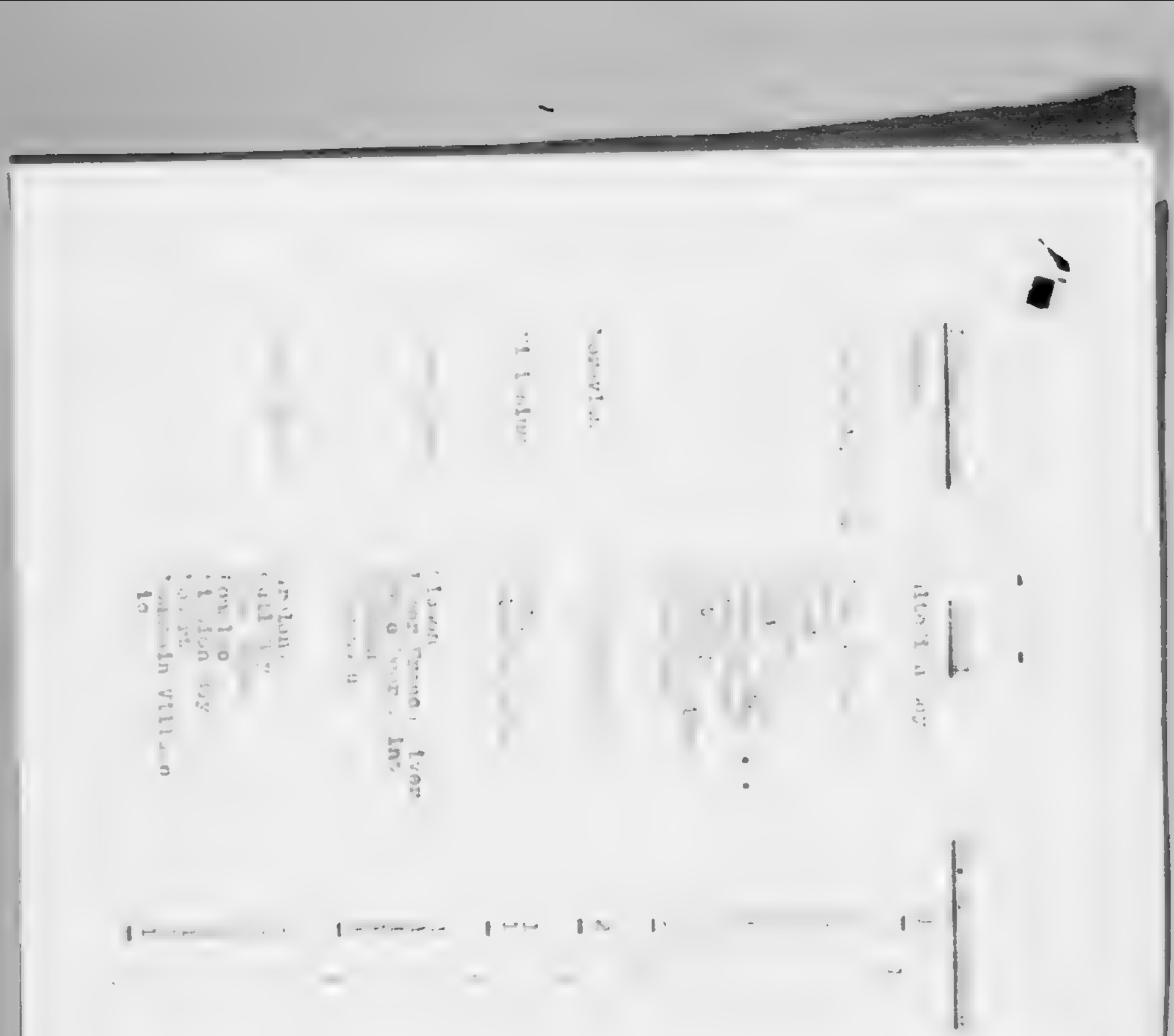
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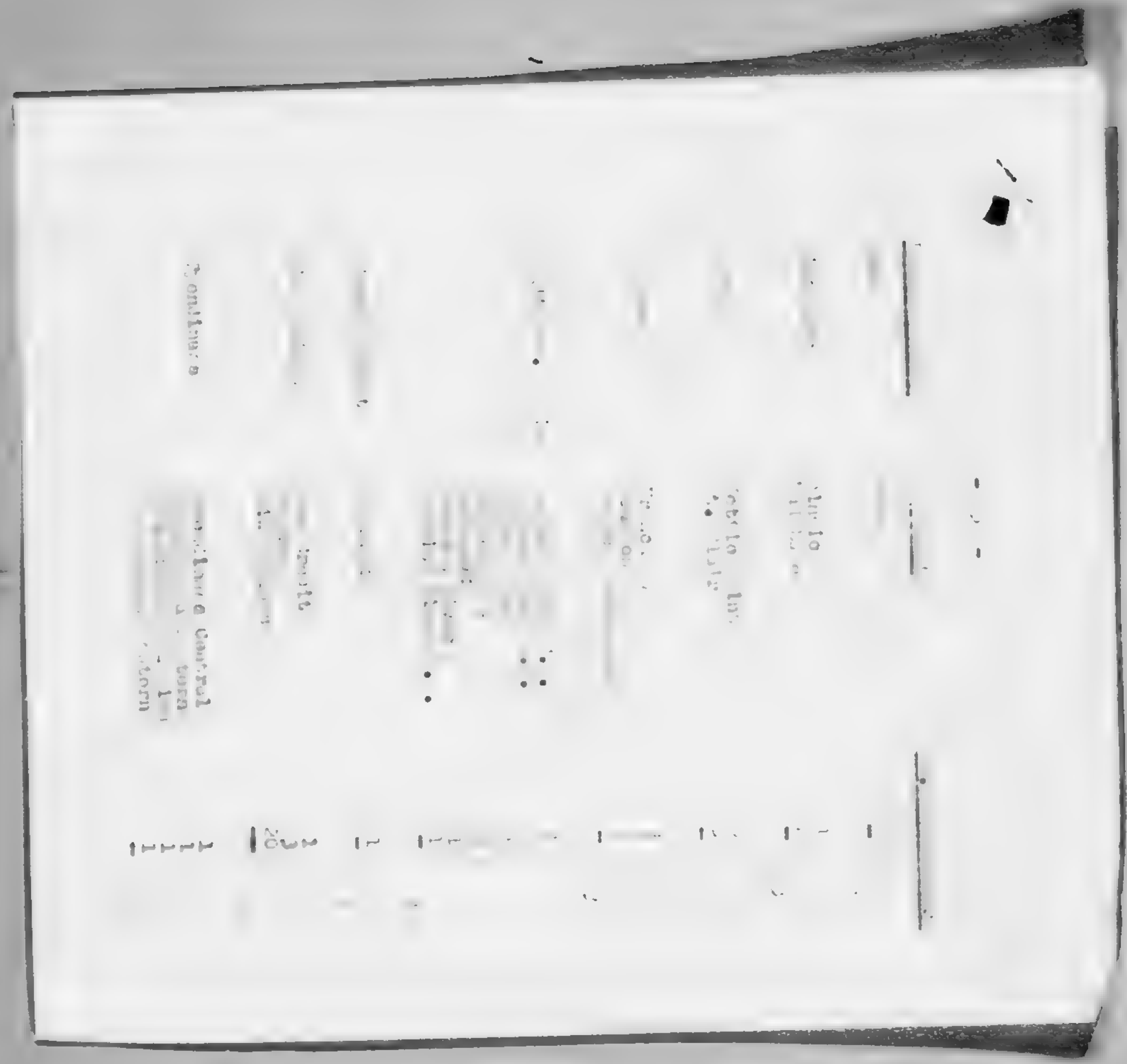


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NAME CLASSIFICATION AND SALARY OF INDIAN DAY SCHOOL TEACHERS IN SOUTHERN ONTARIO AGENCIES

Agency	School	Teachers	Classification	Salary
Cape Croker	Cape Croker	Miss C. O'Driscoll	Teacher Gr. II	$2040
	Murray Hill	Mrs. Agnes Nakegijig	Teacher Gr. II	$1860
	Port Elgin	Mrs. V. Lavallee	Teacher Gr. II	$1740
	Sidney Bay	Mrs. I. Akiwenzie	Teacher Gr. I	$1380
Caradoc	Back Settlement	Mrs. C. Bateman	Teacher Gr. III	$2760
	Bear Creek	Miss D.M. Ligsit	Teacher Gr. III	$2280
	Mount Elgin	Rev. E.E.W. Joblin	Principal Gr. II	$2400
		Mrs. M.H. Docker	Teacher Gr. IV	$3180
		Miss V.V. Daley	Teacher Gr. III	$3000
		Mrs. M. Ireland	Teacher Gr. II	$1860
		Mr. W.C. Johnston	Teacher Gr. III	$2400
	Oneida No. 1	Mr. H.S. Rawlings	Teacher Gr. III	$2640
	Oneida No. 2	Mrs. F.G. Johnstone	Teacher Gr. II	$1680
		Mrs. E.L. Holdsworth	Teacher Gr. II	$1680
	Oneida No. 3	Mrs. L.G. Lockwood	Teacher Gr. II	$1740
Christian Island	Christian Island R.C.	Sr. Waltrude Donnelly	Teacher Gr. II	$1740
		Sr. M. Ann Laroche	Teacher Gr. I	$1384
	Christian Island U.C.	Mr. Howard Alton	Teacher Gr. II	$1680
Georgina Island	Georgina Island	Mr. B.A. Shaver	Teacher Gr. II	$1680
Golden Lake	Golden Lake	Miss M. Legris	Teacher Gr. III	$2760
		Miss L.E. Sullivan	Teacher Gr. III	$2400

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Agency	School	Teachers	Classification	Salary
Moravian	Moraviantown	Mr. J.E. Hummel	Teacher Gr. III	$1920
		Mrs. H. Hooton	Teacher Gr. II	$1660
Parry Sound	Gibson	Mr. C.M. George	Teacher Gr. I	$1140
	Lower French River	Mrs. F. David	Teacher Gr. I	$1320
	Moose Deer Point	Miss Lena Williams	Teacher Gr. I	$ 400
	Ryerson	Mrs. G. Perry	Teacher Gr. III	$2160
		Miss Orma Johnston (to be appointed when documents received)	Teacher Gr. III	$2280
	Shawanaga	Mrs. Alice Penfold	Teacher Gr. II	$1860
Rama	Rama	Mrs. Gladys Snell	Teacher Gr. III	$2880
		Mrs. K. Andrunyk	Teacher Gr. II	$1800
Rice Lake	Alnwick	Mr. J.D. Louckes	Teacher Gr. III	$2880
	Mud Lake	Miss F.M. Russell	Teacher Gr. III	$2280
		Miss B.V. Lont	Teacher Gr. II	$1860
Saugeen	French Bay	Mr. Michael Semenchuk	Teacher Gr. III	$2280
	Saugeen	Mr. Walter Ard	Teacher Gr. III	$2280
	Scotch Settlement	Mr. J.S. Wells	Teacher Gr. II	$1920
Sarnia	Kettle Point	Mrs. A.M. Mills	Principal Gr. I	$2520
		Mrs. N. Clemens	Teacher Gr. II	$1800
		Miss I.G. Fairservice	Teacher Gr. III	$2760
	St. Clair	Mr. F.J. Dodson	Principal Gr. I	$2400
		Miss S.J. Morris	Teacher Gr. II	$2040
		Mrs. H.B. Omond	Teacher Gr. II	$1860

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Agency	School	Teachers	Classification	Salary
Six Nations	New Credit	Mr. Cecil Montour	Teacher Gr. II	$1620
	Mohawk (Residential)	Mrs. E.M. Henderson	Teacher Gr. III	$2040
		Mr. J.E. Anderson	Teacher Gr. II	$1740
		Mrs. M.R. Anderson	Teacher Gr. II	$1860
	Six Nations	Mr. J.C. Hill	Principal Gr. III	$3300
		Rev. J.F. Pryse	Teacher Gr. IV (Music Teacher)	$1980
		Mrs. F.E. Hill	Teacher Gr. IV (Domestic Science Teacher - 3½ dys. a week)	$1386
	Six Nations No. 1	Mr. Andrew Jamieson	Teacher Gr. III	$1800
	Six Nations No. 2	Miss J.L. Jamieson	Teacher Gr. III	$2880
		Miss N.E. Jamieson	Teacher Gr. III	$2880
	Six Nations No. 3	Mr. J.L. Garlow	Teacher Gr. III	$2880
		Miss Mary Jamieson	Teacher Gr. III	$2880
	Six Nations No. 4	Mrs. Wilma Jamieson	Teacher Gr. III	$2880
	Six Nations No. 5	Mr. L. King	Teacher Gr. III	$2160
	Six Nations No. 6	Mrs. H. Hill	Teacher Gr. III	$2880
	Six Nations No. 7	Mr. R. Hill	Teacher Gr. III	$2280
		Miss Gladys Hill	Teacher Gr. III	$2400
	Six Nations No. 8	Mr. O. Smith	Teacher Gr. III	$2880
		Mrs. Daisy Hill	Teacher Gr. II	$1800
	Six Nations No. 9	Mrs. S. Sandy	Teacher Gr. III	$2880
	Six Nations No. 10	Mrs. O.A. Moses (to be appointed when documents received)	Teacher Gr. III	$2880

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Agency	School	Teachers	Classification	Salary
Six Nations (Cont'd.)	Six Nations No. 11	Mrs. E.C. Mt. Pleasant	Teacher Gr. II	$2040
		[illegible]	Teacher Gr. II	[illegible]
	Six Nations No. 12	Miss M.J. Longboat	Teacher Gr. II	$1620
Walpole Island	Walpole Island No. 1	Miss N.B. McMeans	Principal Gr. I	$2640
		Miss E. Roberts	Teacher Gr. III	$2520
		Miss I. Reasor	Teacher Gr. III	$2400
	Walpole Island No. 2	Mrs. E.E. George	Teacher Gr. I	$1380
St. Regis	Chenail	Miss M. Chisholm	Teacher Gr. III	$2520
		Miss C. Chisholm	Teacher Gr. II	$1860
	Cornwall Island East	Mr. C.J. Chisholm	Teacher Gr. II (Manual Training Teacher - 3 dys. a week)	$1152
		Mrs. D. Gant (to be appointed when documents received)	Teacher Gr. II	$1860
	Cornwall Island West	Miss Margaret Kelly	Teacher Gr. III	$2280
		Miss Helen Francis	Teacher Gr. II	$1680
	St. Regis Village	Sr. M. Robert Arthur	Teacher Gr. III	$2640
		Sr. M. Claire Rita	Teacher Gr. III	$1800

7-1-50

C
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CARLETON COLLEGE
Ottawa, Ontario

January 5, 1950

H.L. Keenleyside, Esq., Ph.D., LL.D.
Deputy Minister of Mines and Resources
OTTAWA, Ontario

Dear Dr. Keenleyside:

The 'History in the Making' series of weekly commentaries on current international developments, sponsored jointly by the Adult Education Committee of Carleton College and the Ottawa Branch of the United Nations Association in Canada, is resuming on Thursday evenings beginning January 12.

A considerable number of regular members of the group are officers of the three Services working towards promotional examinations. They have suggested the usefulness of an evening on Canada's Northland, and I am writing to ask if you could suggest some member of your Department who would be prepared to talk for 35 or 40 minutes about the topography, resources, development and future prospects of this area, and to answer questions from the group. The date suggested is Thursday, January 19, at 8.15 p.m.

The previous meetings in this Series have been of a high level of discussion, and we would like to have this atmosphere continued by the most authoritative meeting we can provide. May I therefore ask your help in securing a speaker for this date?

We would also welcome any suggestion you might make for a speaker on the The St. Lawrence Seaway Project (tentative date, Thursday, February 2).

Yours sincerely,

J. A. Gibson
Professor of History.

JAG/KJM

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School Files

1-1-1

(E)

11 January, 1950.

MEMORANDUM TO THE DIRECTOR.

Unless notified to the contrary, I will be available for the evening of January 19 for the talk referred to in the attached correspondence.

Bernard F. Neary,
Superintendent of Education.

ENCL.

BFN/RM

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IN REPLY TO THE
SECRETARY, DEPT. OF INDIAN AFFAIRS,
OTTAWA

IN YOUR REPLY REFER TO
No.
ALSO TO THE DATE OF THIS LETTER.
PLEASE WRITE ON ONLY ONE SUBJECT
IN EACH LETTER

PA
1-1-1

DEPARTMENT OF INDIAN AFFAIRS
CANADA

November 9th, 1927.

The Department directs your attention to the necessity for most careful examination of applications forms in respect of Indian children who are presented for admission to Residential Schools. I have, therefore to invite your attention to, and compliance with, the subjoined facts and instructions.

On the "Application for Admission" form the agent signs the following declaration: "I hereby approve of the admission of the above child and certify that he is eligible to be admitted as a boarding pupil."

There is a departmental ruling to the effect that half-breed children living the Indian mode of life on a reserve are eligible for admission to the boarding and industrial schools, or, more fully: "While it was not considered that the children of half-breeds proper of Manitoba and the Prairie Provinces should be admitted into Indian schools and paid for by the Department, it was conceded that all children, even those of mixed blood, whether legitimate or not who live upon an Indian reserve and whose parents on either side live as Indians, even if they are not enfranchised, should be eligible for admission to the schools. Abuses, however, must be guarded against and every application for admission should be accompanied by satisfactory evidence that the applicant is a half-breed to whom the rule applies, and not a person who has been adopted by or otherwise brought into association with Indians with the express purpose of gaining admission to our schools."

At the time you forward an application, write a covering letter in the case of half-breed or non-Treaty children, giving your reasons for believing the child to be a charge on the Indian Department.

When you have reason to believe that the accommodation of the boarding or industrial school is limited, preference should be given to orphan children or those that are neglected by their parents.

Exercise every care to ensure the placing of the child in a residential school under the auspices of the religious denomination to which the parents adhere. No Roman Catholic child shall be sent to a Protestant school, and vice versa. You will please adhere strictly to this provision of the Act. (See Section 10 (1) of the Indian Act). Concerning the age of applicants for admission to our residential schools, only in very exceptional cases will the Department authorize the admission of any child other than between the ages of 7 and 15 inclusive.

Check carefully all applications that come before you, giving particular attention to the age, religion and status of the applicant before asking the Department to admit them as grant-earning pupils to a boarding or industrial school.

Duncan C. Scott

Deputy Superintendent General.

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School Files

Dear Mr. Editor,

Please be good enough to read and accept this article.
I with ll or l with lll.
I should be glad to take up any copies of the publication containin. it. Yours

sincerely H.L.Sorgman.

lll.
What is the best method of teaching primitive people?
the same a that of teaching primitive children. Act by making them listen to lectures ,cut by making them work.
They should take an active part in the work of the class.
Gestures are more important than words. Doing something is more important than listening to a lecture.
Daily excercise will improve their health.
They should know something about the geography of the world and have free place to play , free scouting to do.
In this way they will easily learn all that they can, about.
I applies these principles in my world-class.
I built a plot of ground (6 feet long by 20 paces wide) in the yard of my class room called a world-garden. in it.
This garden was, as it were, a large map of the world.

Each of the pupils had a little plot of ground in which he represented a certain country.
He sold the products of their own countries, if possible, grew them in their own gardens.
The "Children's Encyclopedia" was their "Book of interest" for information.
In this way every teacher could make his own text book.
Every child is more receptive than in the old days.
They will work in this world and the teacher will give them a useful general knowledge of this world in terms of the numerous knowledge of special study.

H.L.Sorgman. Student Normal, Calgary, 1-5- 45.

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What is the best method of teaching primitive people?
the same as that of teaching primitive children. Which method is best? The method of working hard. The best method for primitives demands few new words and ideas, no jumping from one thing to another, one structure., only one building-up-factor. which word unites the education fromthe primitives to farmer , practically and theoretically? This word is "work", movement. hard work is the base of the worldclass. why an education without base? without fundament? One word, unitywork is needed. The worldgarden will give an idea of this work.
how to make clear that hard work is needed.? how to make clear that hard work is needed for the rise of people? The answer is: by numbers numbers wich demonstrate that hard work is the corner-stone of the building (rising) of generations and the world. Numbers as morality - factors... not by making them listen to lectures but by making them work. They should take an active part in the work of the school. Gestures are more important than words. Especially primities are poor in words.but movements can say much. A gesture to ear, eye, or mouth can say sentences like: hear,see, be silent.
The method of movements becomes productively ,in stead of reproductively. for in the art of teaching, the great art of teaching primitives how can these movements be made ten times more instructive? By movements in the worldgarden. The world is reviewed from 20 different points of view.(branches of the curriculum). There is, consequently , some repetition which will serve a useful purpose as revision. and production . in stead of reproduction. Idleness is the root of all evil. Movements are the root of saying, creating, eating, breathing. To see and say sentences like the above mentioned is double as instructive . The productive method is worth twice as much as the reproductive. Movements for places to live can be double as instructive again, for the memory of places is the strongest, especially with primitives. Even fictive movements are tenfold instructive within the classroom.
Movements can be tripled as instructive as reproduction from books. four times more instructive can be excursions , from going from place to place..This multiple instructiveness is doubled if the place lies in a fixed, regular, symmetric structure like the worldclass . These movements are for primitives 10 times more instructive than the reproductive method of teaching.
A number of experts have come to this conclusion here.
I put these principles intopractice in my worldgarden and worldclass. For this reason I bought a plot of ground (50 yards long by 30 yards) in Loet. The pupils of my class laid out a worldgarden in it. This garden was , as it were, a large map of the world.every pupil occupies his country , has his place , which is indicated by a number ,denoting the longitude and the latitude of the country. on a square or field if need be without frontiers.this plain or field represents the world as a world-wide farm , representing the grass lands, etc. in 32 countries in 35 places or pupils on the field or in the classroom without the map-character.
Given without frontiers are the world the class can play there all branches.The pupils are the food , fictively or in reality. They are instructed in order to become servants of the Unesco. They sell their product the art of their book (book--keeping). How to make the reproductive method productive? - One of the pupils e.g. lives in San Francisco,California.his name is chosen from the environment and his surname , but, from one of its products. Cal Fut.From this name the class evolves a sentence,from 33 names 33 sentences , self-made,This lesson in 10 tenses , 10 persons, 10 forms, with 10 determinations (adjuncts) ,consequently so in 10 000 forms is an introduction to the book"The world ". afterwards in 4 languages. Every teacher can type and multiply his own book. His mind has a natural tendency to reject the other books. Translations of the book are to be learned in one tenth of the time, for the movements are known, the succession, the composition too.

Stadskanaal, Holland, .. H.J.Borgman. 1-9-49.

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Indian Affairs. (RG 10, Volume 6002, File 1-1-1, part 8)
School Files

POOR COPY

School , food and people.

Fundamental education . Movement is the fundament.

How are we to fight famine in this devastated world?
How are we to cultivate enough food for the rapidly increasing population of the world? how are we to secure a higher standard of living? How can we prevent slumps and unemployment ? In short how can we build a better world, create mutual understanding and secure a feeling of safety?

By a change in food production . by hard work . The change that would most increase food production would be to transform the present predominantly peasant type of rural economy to a mixed farm type as adopted in the more advanced countries.

While increases in food production can be confidently expected , they will certainly involve considerable work and much scientific study. There is no prospect of easy living.

1000 of millions of people suffer from food shortage now.
Every year the population of the world increases by 1 %. But every year the area of food-producing soil decreases by 2 %.

What will the situation be like after a century ?
after a comparatively short time the population will be doubled, the cultivated soil halved , the need quadruples.

How can double the population be fed on half the cultivated soil?

This is possible , if
first - the food- shortage is fought now,
secondly - the farmer - to-be (peasant) not is disaccustomed from hard work , from vigorous movements,
thirdly - the farmers are given an agricultural-scientific education , prepared in the primary school,
fourthly - we prevent the hoarding of food for the next war,
if the world restore this as world, as unity.

In 1870 the war was won by the teacher. In 1970 the war will be won by the teacher who gives his pupils a good technical education (electricity, etc.) .The pupils should be taught, not only to fight in a military war, but also to fight food-shortage and unemployment

Unemployment increases with the poverty in the world. The more-sale of the U.S.A. was every year 6000 millions of dollar.
In june 1949 there were four millions of unemployed labourers.
This proves that even the richest nation of the world cannot fight unemplyment successfully in its own country.
Unemployment is an international problem.

If new agricultural countries produce and sell more agricultural products , they can buy more and fight unemployment.

How to increase this production ? - In 1856 Mr. van Hoek came to Noord-Brabant , a province of the Netherlands, as a teacher of agriculture . At the time there was only one dairy-factory in the whole province . In 1937 there were 125 dairy-factories. with a large export-trade . and less unemployment also in the other parts.

To increase the number of these factories in this district from 1 to 125 takes up less energy and time than to raise that number from 125 to 250 . Therefore the best plan is to begin with the development of undeveloped regions . Unesco tries to educate the backward nations. They should be quickly educate . Their soil should be cultivated and their agriculture be developed.

This is an international experiment of the greatest importance, because national experiments are bound to fail.

Sound agricultural instruction is essential . The guidance of the Unesco is necessary. The agricultural instruction should be adapted to the country where it is given .already in the primary school physics and biology should more frecuently be taught.
The elementary school will limit this preparation without to be technical. With the view to education in agriculture and hygiene the class is as a worldwide mixed farm in the classroom . The pupils. The desks are the countries, 3x4 countries, symmetric, regular. in the same structure as the members. One structure and not more. By more structures there are chaos and contra-orders with the phisical distress,the psychical group with the stuttering. with the destroy instead of the construction .

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POOR COPY

1-1-1

C. G. COWAN, President — G M DALLYN, Executive-Secretary

THE CANADIAN GEOGRAPHICAL SOCIETY

36 Elgin Street, Ottawa, Canada

'CABLE ADDRESS "CANGEOSOC" TELEPHONE 2-6032

1276

January 17th, 1950.

Mr. B.F. Neary, Supt. of
Educational Training,
Indian Affairs Branch,
Dept. of Mines and Resources,
Ottawa, Ontario.

Dear Mr. Neary:

Mr. F.K. Stewart of The Canadian Educational Association, Toronto, has suggested that you might be interested in the enclosed article on teaching primitive people, written by Mr. H.L. Borgman, Stadskanaal, Holland.

We have written to Mr. Borgman informing him that this article does not fall within the scope of our Journal, and a copy of Mr. Stewart's letter, mentioning your Department, has gone forward to him as well.

Yours very sincerely,

(Mrs. P. de Grosbois)
Corresponding Secretary.

Encl.: Article

Publishers of
CANADIAN GEOGRAPHICAL JOURNAL

PUBLIC ARCHIVES
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Indian Affairs. (RG 10, Volume 6002, File 1-1-1, part 8)
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1-1-1 (E)

, January 19, 1950.

Mrs. P. de Grosbois,
Corresponding Secretary,
The Canadian Geographical Society,
36 Elgin Street,
Ottawa, Ontario.

Dear Madam:

I have for answer your letter of January 17 and I attach a copy of my letter to Mr. Borgman.

I wish to thank you for the forwarding of this letter although I feel that Mr. Borgman's article contains nothing new.

Yours sincerely,

Bernard F. Neary,
Supt. of Indian Education.

BFN/MMcN

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1-1-1 (E)

, January 19, 1950.

Mr. H.L. Borgman,
Stadskanaal, Holland.

Dear Mr. Borgman:

I have read your article on the teaching of primitive people. I would be interested in hearing more about the practical experience which you have had in the teaching of such people. I have had some difficulty in following your thoughts as expressed in the article.

I would suggest that it might be rewritten by someone with a better command of English as in its present form it is somewhat difficult to follow your line of reasoning.

Yours sincerely,

Bernard F. Neary,
Supt. of Indian Education.

BFN/MMcN

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1-1-1 (E)

, January 13, 1950.

Miss Glenna Smith,
Grace Dart Hospital,
6085 Sherbrooke St. E.,
Montreal, Que.

Dear Miss Smith:

I believe that your letter should have been directed to the Department of Education in Quebec.

Under the terms of the British North American Act, the provinces are responsible for the education within the provinces except for Indians.

Sincerely yours,

Bernard F. Neary,
Supt. of Indian Education.

BFN/M'oN

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COPY.

INTERNATIONAL LABOUR OFFICE

GENEVA

18 Nov. 1949.

No. CL. 1001-1-103.

Sir:

I have the honour to refer to my letter of the 16 July 1949, with which I forwarded you a copy of the Resolution on conditions of life and work of indigenous populations adopted by the Fourth Conference of American States Members of the International Labour Organisation (Montevideo, April-May 1949), and to my letter of 28 September 1949, in which I informed you of the questions which the Governing Body of the International Labour Office had decided to place on the agenda of the first meeting of the Committee on Indigenous Labour.

F-2 Part 1

In accordance with point 3 of the above-mentioned Resolution and in pursuance of the decision of the Governing Body, the Office is assembling first-hand information on the experience acquired by various countries with respect to indigenous workers, with special reference to (1) development of programmes of vocational training; (2) recruitment of indigenous agricultural labourers and mine workers; (3) extension of social insurance and other forms of social assistance; (4) protection of indigenous homecrafts; and (5) safety in industry, and in particular in mining undertakings.

This information will be utilised in the preparation of reports on these questions which the Office will submit to the Committee on Indigenous Labour.

In order that the information on the situation in your country may be accurate and complete, I venture to request that you may be so good as to forward to the Office as soon as possible a memorandum on the economic and social conditions of indigenous workers in your country and the measures which your Government has taken or proposes to take in the near future for the benefit of those workers, with respect to the five points mentioned above, in so far as they are relevant to conditions in your country.

It would be greatly appreciated if you would include in the memorandum information on the following points: - (a) the definition, as given in Federal or Provincial legislation, of the terms "indigenous", "indigenous population", "aboriginal" or "aboriginal population"; (b) approximate number of the indigenous population and the proportion which it represents of the total population of the country; (c) regions or districts in which the indigenous population is chiefly located; (d) approximate occupational distribution of the indigenous population in relation to the chief occupations and regions and the proportion which it represents of the total number of the gainfully employed population of the country; (e) general health of the indigenous population, with an indication of the nature and frequency of the chief illnesses and the medical and health services available in regions inhabited by indigenous groups; and (f) illiteracy among the indigenous population.

I have the honour to be,

Sir,

Your obedient Servant,

(Signed)

David A. Morse,
Director-General.

The Minister of Labour,

Department of Labour,

Ottawa, Ontario.

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CLF 1-1-1

ADDRESS REPLY TO THE SECRETARY, INDIAN AFFAIRS BRANCH

CANADA
DEPARTMENT
OF
MINES AND RESOURCES
INDIAN AFFAIRS BRANCH

PLEASE QUOTE
FILE 496-17-2 (Gen'l)

OTTAWA, December 17, 1949.

Lieut.-Colonel H. McGibbon, M.P. Kenty.

Appended hereto is copy of a communication, dated 10th of November, 1949, to the Minister of Labour from the Director-General, International Labour Office, Geneva, requesting information on the indigenous population of Canada.

It would be appreciated if you would prepare a suitable statement on the relevant points which concern your Service or Division and forward to this office, as soon as possible.

T.R.L. MacInnes,
Secretary.

Encl.

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PA

CANADA

DEPARTMENT
OF
MINES AND RESOURCES
INDIAN AFFAIRS BRANCH

PLEASE QUOTE
FILE 1-1-1

(E)

OTTAWA 11 January, 1950.

Mr. Paul Lacoursiere,
St. Stanislas,
Champlain County, P. Q.

Dear Sir:

I understand that you are interested in teaching in one of our seasonal schools. Please find attached two copies of our standard application form which I would like to have you complete and return here so that further consideration can be given to your request.

Yours sincerely,

B F Neary

Bernard F. Neary,
Superintendent of Education.

Encl.

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School Files

APPLICATION FOR EMPLOYMENT, RE-CLASSIFICATION, OR SALARY REVISION AS AN INDIAN DAY SCHOOL TEACHER.

I. Name of School .....

II. PERSONAL QUALIFICATIONS:

Name in full (please print)
..... M. ..... Lacourcière ..... Paul .....
(Mr. Mrs. Miss Rev.) (Surname) (Christian Name)
Date of Birth ... 22 Janvier 1926 Country of Birth St. Stanislas....
Sex . Masc..... Marital Status ..... No. of Dependents .....
Religious Denomination .. Catholique..... Health .. bonne.....
Canadian Citizenship ..... Racial Origin Canadienne

III. PROFESSIONAL AND ACADEMIC QUALIFICATIONS: Service in H. M. Forces .....

I attended High School at . St. Gabriel de St. Stanislas in the Province of .. Québec..... for .9... years and received a Grade .9e.. Certificate. I then attended . ..... University for a period of ..... years and received a .... degree (only where applicable; give other details of additional education on back).

I attended a Teacher Training Course at des leçons dans la maison de ma belle-mère faute d'un religieux particulier Normal School in the Province of à St. Stanislas.... for Four.... months in the years .....

I hold a ..... Class Teacher's Certificate of a ..... (temporary or permanent) nature in the Province of .... It is numbered ..... dated ..... and is valid until .....

IV. TEACHING EXPERIENCE:

Dates	Name of School	Town & Province	Total Years
1.	.....	.....	.....
2.	.....	.....	.....
3.	.....	.....	.....

(Please account for all teaching experience, use other side if additional space is necessary)

My total teaching experience is ..... years in Indian Schools and ..... years in Provincial Schools.

V. SUMMER SCHOOLS - In order to qualify for salary increments as shown in the schedule, I certify that I have attended the following professional summer schools, conducted by Provincial Departments of Education or Canadian Universities for a duration of four weeks or more in length:

Year	Course Taken	By Whom course was conducted	Length of Course in Weeks
1.	.....	.....	.....
2.	.....	.....	.....
3.	.....	.....	.....

VI. SPECIAL QUALIFICATIONS:

List any special qualifications you have for Indian work .Couture.. ..cuisine.,.couture..y..tricot..aussi..pour..les..tout..... ....aussi..diplômes..de...dessin.....

VII. REFERENCES AND INSPECTOR'S REPORTS

Please attach copies of references and your latest Inspector's Report (if any).

VIII. I therefore request, in view of my qualifications and experience as detailed above, that I be classified as a Grade ..... teacher and that my salary as a teacher in the ..... Indian Day School for the ..... year be set at $ ..70.00.. according to the salary schedule.

I understand (i) that all salary increases are clearly described in the schedule regulations as for "satisfactory service", (ii) that therefore it will be necessary for the Indian Affairs Branch to carefully consider School Inspectors' and other reports submitted upon my teaching service.
(Note: Details of our salary schedule are available in all Indian Agency offices. If the application is sent in with part of Section VIII left blank, we will inform you of the salary you would receive in our service).

Paul Lacourcière. — Signature
St. Stanislas de Champlain — Address
22/1/50. — Date

(Education Division, Indian Affairs Branch, Department of Mines and Resources)

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APPLICATION FOR EMPLOYMENT, RE-CLASSIFICATION, OR SALARY REVISION AS AN INDIAN DAY SCHOOL TEACHER.

I. Name of School .....

II. PERSONAL QUALIFICATIONS:

Name in full (please print) .....Mr.....Jacomaine.....Paul.....
(Mr. Mrs. Miss Rev.) (Surname) (Christian Name)

Date of Birth .22. Janvier. 1926. Country of Birth ..St. Stanislas
Sex ..Masc,... Marital Status ..... No. of Dependents .....
Religious Denomination ...Catholique..... Health ...bonne.....
Canadian Citizenship ..... Racial Origin Canadienne
Service in H. M. Forces .....

III. PROFESSIONAL AND ACADEMIC QUALIFICATIONS:

I attended High School at .St. Gabriel de St. Stanislas in the Province of ....Quebec..... for .9... years and received a Grade 9e.a. Certificate. I then attended ..... University for a period of ..... years and received a ..... degree (only where applicable; give other details of additional education on back).

I attended a Teacher Training Course at Ecole Normale Laval Normal School in the Province of Quebec for 8 m. 7... months in the years .....

I hold a ..... Class Teacher's Certificate of a ..... (temporary or permanent) nature in the Province of ..... It is numbered ..... dated ..... and is valid until .....

IV. TEACHING EXPERIENCE:

Dates	Name of School	Town & Province	Total Years
1.	.....	.....	.....
2.	.....	.....	.....
3.	.....	.....	.....

(Please account for all teaching experience, use other side if additional space is necessary)

My total teaching experience is ..... years in Indian Schools and ..... years in Provincial Schools.

V. SUMMER SCHOOLS - In order to qualify for salary increments as shown in the schedule, I certify that I have attended the following professional summer schools, conducted by Provincial Departments of Education or Canadian Universities for a duration of four weeks or more in length:

Year	Course Taken	By Whom course was conducted	Length of Course in Weeks
1.	.....	.....	.....
2.	.....	.....	.....
3.	.....	.....	.....

VI. SPECIAL QUALIFICATIONS:

List any special qualifications you have for Indian work .Couture .Cuisine...cuisine...et...couture...de...bonnets..... .....sages...diplôme...de...Maison.....

VII. REFERENCES AND INSPECTOR'S REPORTS

Please attach copies of references and your latest Inspector's Report (if any).

VIII. I therefore request, in view of my qualifications and experience as detailed above, that I be classified as a Grade ..... teacher and that my salary as a teacher in the ..... Indian Day School for the ..... year be set at $ Taja... according to the salary schedule.

I understand (i) that all salary increases are clearly described in the schedule regulations as for "satisfactory service", (ii) that therefore it will be necessary for the Indian Affairs Branch to carefully consider School Inspectors' and other reports submitted upon my teaching service.
(Note: Details of our salary schedule are available in all Indian Agency offices. If the application is sent in with part of Section VIII left blank, we will inform you of the salary you would receive in our service).

Paul Jacomaine — Signature
St. Stanislas de Champlain — Address
27/7/50 — Date

(Education Division, Indian Affairs Branch, Department of Mines and Resources)

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1-1-1 (E(

20 January, 1950.

MEMORANDUM TO THE SECRETARY

RE: International Labour Office

With regard to your request of December 17 for details of the development of programs of vocational training among indigenous populations, I am pleased to submit the following report:

Indian boys and girls are introduced to vocational activities by an integrated program of studies. Following this first phase, these pupils are gradually introduced to special training. The boys begin their shop work which includes mechanics, woodwork, metal work, leather work, gardening and farming. The girls begin their various activities in domestic science which include cooking, housekeeping, sewing, weaving and gardening.

Any students showing special aptitudes and desires are placed in provincial or privately operated trade schools. Often these are schools receiving funds through the Canadian Vocational Training Plan. Those boys and girls who take well to secondary education, are encouraged to complete their academic training and we particularly try to guide them into two professions, namely nursing and teaching.

There is a great need for nurses and teachers on their home reserves and we feel that trained Indian workers can accomplish much in improving home conditions, etc. The Department now employs about 50 Indian teachers in its own schools while

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1-1-1 (E(

20 January, 1950.

MEMORANDUM TO THE SECRETARY

RE: International Labour Office

With regard to your request of December 17 for details of the development of programs of vocational training among indigenous populations, I am pleased to submit the following report:

Indian boys and girls are introduced to vocational activities by an integrated program of studies. Following this first phase, these pupils are gradually introduced to special training. The boys begin their shop work which includes mechanics, woodwork, metal work, leather work, gardening and farming. The girls begin their various activities in domestic science which include cooking, housekeeping, sewing, weaving and gardening.

Any students showing special aptitudes and desires are placed in provincial or privately operated trade schools. Often these are schools receiving funds through the Canadian Vocational Training Plan. Those boys and girls who take well to secondary education, are encouraged to complete their academic training and we particularly try to guide them into two professions, namely nursing and teaching.

There is a great need for nurses and teachers on their home reserves and we feel that trained Indian workers can accomplish much in improving home conditions, etc. The Department now employs about 50 Indian teachers in its own schools while

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a number of Indians are teaching in provincial schools. Some Indian girls are now employed in the hospitals of the Department of National Health and Welfare as nurses while others have been trained as nurses' aids. Our Branch endeavours to guide Indian pupils into channels for which they are best suited. In many cases these Indian children adjust themselves quite well to this different mode of life and become assimilated into the communities of Canada.

Bernard F. Neary,
Superintendent of Education.

BFN/km

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Indian Affairs. (RG 10, Volume 6002, File 1-1-1, part 8)
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January 17, 1950

Memorandum:

COLONEL NEARY

Re: International Labour Office

In the beginning, Indian Affairs introduced Indian boys and girls activities by an integrated programme of studies. Following its first phase Indian boys and girls are gradually introduced to special training - the boys to shop work which includes mechanics, woodwork, gardening, farming, metalwork and leatherwork - the girls to Domestic Science which includes cooking, housekeeping, sewing, weaving, gardening and leatherwork. As soon as these students show aptitude and desire they are placed in provincial or privately operated trade schools. Indian girls and boys have been encouraged to complete their academic training and take business training such as nursing and teaching. The Department employs Indian teachers in its own schools, while a number of Indians are teaching in provincial schools. The Department also employs Indians in its other services.

Indian Affairs endeavours to guide Indian pupils into channels for which they are best suited. In many cases these Indian children adjust themselves quite well to the new method of life and are making successes of their careers.

A.J. Doucet.
Supervisor of Vocational Education.

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DAY SCHOOLS - OPERATED BY INDIAN AFFAIRS BRANCH

Agency	School	Enrolment March 31, 1949
Babine	Fort Babine	27
	Glen Vowell	22
	Hazelton	25
	Kispiox	30
	Kitsegukla	27
	Kitwancool	10
	Moricetown	27
	Rocher Deboule	33
Bella Coola	Bella Bella	65
	Bella Coola	59
	Kitamaat	60
	Klemtu	28
Fort Norman	Fort McPherson	12
	Fort Norman	21
Fort Resolution	Hay River	133
	Rae	18
	Rocher River	34
Fort St. John	Prophet River	13
Fort Simpson	Fort Simpson N.C.	14
Queen Charlotte	Masset	75
	Skidegate	55
Skeena	Gitladamix	54
	Gwinoha	11
	Hartley Bay	43
	Kincolith	54
	Kitkatla	68
	Kitselas	13
	Lakalsap	52
	Metlakatla	25
	Port Simpson	73
	Stony Creek	29
	Sunnyside	30
YUKON	Carmacks	14
	Mayo	28
	Moosehide	17
	Teslin Lake C.E.	11
	Whitehorse	79

RESIDENTIAL SCHOOLS - ASSISTED BY INDIAN AFFAIRS BRANCH

Athabaska	Holy Angels	78
Lesser Slave Lake	Grouard	71
	Joussard	111
	Sturgeon Lake	72
	Vermilion	112
	Wabasca C.E.	38
	Wabasca R.C.	72

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Agency	School	Enrolment March 31, 1949
	Whitefish Lake	28
Fort Resolution	Fort Resolution	49
	Providence Mission	69
Fort Norman	Aklavik C.E.	60
	Aklavik R.C.	35
Stuart Lake	Lejac	201
Yukon	Carcross	46

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ED 1-1-1

COPY

Ottawa, Ontario,
January 24th, 1950.

MEMORANDUM TO:

Mr. D.M. MacKay,
Director of Indian Affairs

It has not been possible to set up a departmental administration branch, but a skeleton organization is available for your service.

Mr. W.M. Cory will be our legal advisor.

Mr. E. Reaume, with some other employees of the Purchasing Division of the Department of Mines and Resources, has been transferred to Citizenship and Immigration, and Mr. Reaume will be our Purchasing Agent.

An information section has not yet been established, but Mr. A.D. Bryce has been transferred to Citizenship and Immigration and you may call on his services as required.

Mr. W.C. Bethune, Administrative Officer, may be contacted in connection with general departmental administration matters.

(sgd) Laval Fortier

(Laval Fortier)
Deputy Minister.

for information

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10 February, 1950.

MEMORANDUM TO THE DIRECTOR

REDUCTION IN ESTIMATES

When the Deputy Minister and yourself are called before the Treasury Board, I would strongly suggest that you might point out to them the changes which education, particularly in a day school, can bring to an Indian community. The attached newspaper article describes the work of our welfare teacher at Fort McPherson. Three years ago there was no school at Fort McPherson and most of these Indians had never been educated.

I will let Miss Hinds' article describe the changes which have resulted since the little day school has been established for these Indians and their children. I would emphasize that we are trying to do more than merely educating the Indian children. This article should convince the members of the Treasury Board that communities such as this are desperately in need of educational facilities. e have been able to provide them at Fort McPherson - we can only provide them at similar Indian communities elsewhere if funds are available. Mr. Bryce and the other members of the Treasury Board might also read with profit the article which recently appeared in the Toronto Star on "Higher Education at Caughnawaga". There they will read how we are trying to educate the Indians of the southern regions into Canadian citizenship. There our problem is entirely different and it is a matter of providing facilities for higher education for Indians rather than the simple elementary education provided in such places as Fort McPherson.

It might be also pointed out that our schools have for years lagged behind the provincial schools. We are now

devoting every effort to improving our educational standards. That we are succeeding is best illustrated by the article on Caughnawaga - entirely unsolicited and written without prior knowledge of the Indian Affairs Branch.

Bernard F. Neary,
Superintendent of Education.

3478/34

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KODAK SAFETY

CANADA

DEPARTMENT
OF
MINES AND RESOURCES

Indian Affairs Branch

W31-1-2 (KA)

Ottawa, 10 February, 1950.

Lucien,
Secretary,
...
OTTAWA.

The attached material of the correspondence course on office management for civil service examination is self-explanatory.

In view of the tax factor, would you, hence advise immediately the names of employees in your service who wish to be considered in the first course. These names must be available not later than ~~today~~ Wednesday.

for Director.

Enclosure.

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Indian Affairs. (RG 10, Volume 6002, File 1-1-1, part 8)
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Ottawa, 4 February, 1950.

RELATIVE TO No. MACKAY

Enc. I attach hereto a copy of a letter dated January 11, addressed to Mr. C. H. Jackson, Director of Administration and Personnel, Department of Mines and Resources by the Training Officer of the Civil Service Commission on the subject of
Enc. a correspondence course on office management. Also attached are copies of a mimeographed memorandum furnishing general information in regard to the course. Of the quota of 30 set for Mines and Resources, 10 have been allocated to the Department of Citizenship and Immigration and I believe that of this number 10 will not be assigned to your Branch.

It is desired to make full use of this course and I would be glad to have the names of those officers that you think would benefit most from participating therein and as a result would become more useful members of our organization. For the initial course, at least, it is thought that senior officers should be given the preference but this may have to be varied to meet special circumstances.

The course may be taken by those located at Ottawa and away from Ottawa, and there should be a fair division of your quota.

(sgd) Laval Fortier
Deputy Minister
Citizenship and Immigration

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CIVIL SERVICE COMMISSION
CANADA

STAFF TRAINING DIVISION OTTAWA, January 11, 1950

Mr. C.W. Jackson,
Director of Administration & Personnel,
Department of Mines and Resources,
OTTAWA.

Dear Mr. Jackson:

Re: Correspondence Course - Office Management

Following a recommendation made by a sub-committee of the Interdepartmental Committee on Staff Training, the Officers of the staff of the Comptroller of the Treasury prepared a correspondence course in Office Management. The course was offered to their supervisory personnel with gratifying results and the basic material of the course was made available to the Staff Training Division of the Civil Service Commission who have adapted it for presentation to supervisory employees of all government departments across Canada. The course is available in English and the subject matter is to be translated into French so that during subsequent enrolments it will be available in both languages.

To facilitate the setting up of records and controls and to give each department an opportunity of offering the course to its senior supervisors before junior personnel are enrolled, it appears desirable to enrol candidates on a quota basis rather than to advertise the course by means of posters. Such a procedure will also permit the Staff Training Division of the Civil Service Commission to obtain comments from senior employees before the course is offered to others.

Allotment of courses has been made on a per capita basis and your quota has been set at 80. Candidates for the most part should come from the supervisory group but this does not preclude the enrolment of potential supervisors if they are recommended. Quotas should be equitably divided between Ottawa offices and offices outside Ottawa.

The course will start on February 28th, 1950 and allowing for a two month summer recess and for a two week Christmas holiday, the Final Examination will be held in February 1951. For more details about the mechanics of this course, please refer to the attached "General Information" and "Course Outline" which will be forwarded to each student by the Staff Training Division of the Civil Service Commission when registration is completed.

To help students put theory into practice, instructional matter of each paper will be followed by topics for group study. This is an important aspect of the course. It will help students to apply the principles advocated in the course and will supply them with an opportunity for exchanging valuable ideas with civil servants from other sections of their own department or with members from other departments who encounter similar problems. Staff Training Officers in the field will be able to assist in organizing and coaching these study groups.

May the names and home addresses of your candidates be prepared by your department and forwarded to the Staff Training Division of the Civil Service Commission not later than February 15, 1950.

(Sgd) C.E. Smith, Training Officer.

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CORRESPONDENCE COURSE IN OFFICE MANAGEMENT

GENERAL INFORMATION

1. Origin of this course:

This course came into being as a result of a recommendation made by a sub-committee of the Interdepartmental Committee on Staff Training. It was originally prepared by Officers of the staff of the Comptroller of the Treasury and presented to their employees holding supervisory positions. It has now been revised by the Staff Training Division of the Civil Service Commission to adapt it for presentation to Civil Servants throughout the various government departments across the country.

2. Purpose of the course:

The course has been designed to give personnel employed in a supervisory capacity and personnel who look forward to such responsibilities, some practical instruction in management techniques to help them acquire the knowledge and ability to handle an executive position more efficiently.

3. Structure of the course:

a) Papers - The revised course is made up of twenty papers with a detachable assignment at the end of each. These assignments are of the objective type, namely: True-False, Multiple Choice, Completion or Matching types. A proper time limit for the completion of each assignment is two weeks. In this way every registrant will be able to have completed the necessary papers by the dates set for the Term-Tests. The corrected assignments will not be returned to candidates.

b) Term Tests - A mid-term test will be forwarded to each candidate immediately after Paper X has been completed. This test will be of the Essay Type and candidates will have two weeks to handle it. To be eligible to write this test, all of assignments 1 to 10 inclusive must have been received for correction by the Staff Training Division of the Civil Service Commission, Ottawa.

A Final Test will be administered under supervision at specified centres across Canada. This test will be held about two weeks after completion of Paper XX. This test will also be of the Essay Type and will be devised to ascertain whether candidates have applied or can apply to specific tasks the principles advocated in the course. To be eligible for this Final Test, all of assignments 11 to 20 as well as Mid Term must have been completed by each candidate.

4. How to Study:

Instructional matter contained in each paper should be mastered fully before attempting the assignment at the end of each paper. Likewise, time spent on studying references listed below would be time well spent. The assignments are done on your own and you should be able to answer questions without back-tracking to the paper itself. This is most important in order to derive maximum benefit from each paper. Where two or more candidates are located in the same area they may benefit by setting up a study group of their own. Suggested topics for such study groups are to be found at the end of each paper.

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5. References

Many interesting and enlightening books have been written on Office Management and Personnel Management. It is recommended that you study at least a few of these to supplement instructional matter contained in the twenty papers. Students are referred to the following which are probably available in departmental or public libraries.

The Office Supervisor - by Henry E. Niles and Mary C.H. Niles published by John Wiley & Sons, Inc.

Textbook of Office Management - by Leffingwell and Robinson published by McGraw-Hill Book Co.

Manual of Practical Office Short Cuts - by National Office Management Assoc. published by McGraw-Hill Book Co.

Office Management - a handbook by Coleman L. Mase published by Ronald Press

Human Factors in Management - by Schuyler Dean Hoslett published by harper & Brothers

Practical Office Supervision - by Glenn L. Gardiner published by McGraw-Hill Book Co.

Personnel Management - by Walter Dill Scott published by McGraw-Hill Book Co.

Psychology for Business and Industry - by Herbert Moore published by McGraw-Hill Book Co.

Personnel Administration - by Tead and Metcalf published by McGraw-Hill Book Co.

6. Rating:

Ratings will be based on the twenty assignments and the two term tests. An official certificate will be issued to successful candidates by the Staff Training Division of the Civil Service Commission.

7. Time Budget:

Assignments	Date for return	Assignments	Date for return
Paper 1.	March 13, 1950	Paper 11.	Oct. 23, 1950
Paper 2.	March 27, 1950	Paper 12.	Nov. 6, 1950
Paper 3.	April 10, 1950	Paper 13.	Nov. 20, 1950
Paper 4.	April 24, 1950	Paper 14.	Dec. 4, 1950
Paper 5.	May 8, 1950	Paper 15.	Dec. 18, 1950
Paper 6.	May 22, 1950		
Paper 7.	June 5, 1950	Christmas Recess	
Paper 8.	June 19, 1950		
Paper 9.	Sept.11, 1950	Paper 16.	Jan. 15, 1951
Paper 10.	Sept.25, 1950	Paper 17.	Jan. 29, 1951
		Paper 18.	Feb. 12, 1951
		Paper 19.	Feb. 26, 1951
		Paper 20.	Mar. 12, 1951
Mid-Term Test-Oct. 9, 1950		Final Exam- Mar. 26, 1951	

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CORRESPONDENCE COURSE IN OFFICE MANAGEMENT

COURSE OUTLINE

A. Principles and Functions of Office Management

Papers 1, 2, 3, 4

B. Office Routines

Papers 5, 6.

C. Facilitating the Performance of Work

Papers 7, 8, 9, 10.

MID/TERM TEST

D. Keeping Office Expense to a Minimum

Paper 11.

E. Office Equipment

Paper 12.

F. Working Conditions

Papers 13, 14

G. Management of Time

Papers 15, 16

H. Short Cuts

Papers 17, 18

I. Personnel Management

Papers 19, 20

FINAL TEST

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r. Phelan

Professional Institute of the Civil Service of Canada

Education and Training Group

February 7, 1950

An Education and Training Group has been organized in the Professional Institute of the Civil Service of Canada. You are invited to attend a meeting of Group members which will be held on Thursday, February 16, 1950, at 7:30 p.m. in the Board Room, Department of Labour, Ground Floor, Confederation Building, Ottawa.

This meeting will provide an opportunity for general discussion of the aims of our Group and plans for the future.

E. N. Grantham
Group Secretary.

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CANADIAN LEGION

WAR SERVICES ..... 194...

Singer Sewing 590 Main St. N.

RO. 410374 : (Muscowequan)

Darning Machine 142 W25 } 254 00
110 Volt 60 Cycles
single phase A.C. motor

Handled only by
Singer Sewing Machine Co.
127 Peter St.,
Toronto, Ont.

PLEASE USE BOTH SIDES

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CANADA

DEPARTMENT
OF
MINES AND RESOURCES
INDIAN AFFAIRS BRANCH

PLEASE QUOTE

FILE

OTTAWA February 20, 1930

Mr. Phelan

1. Darning Machines

Attached is description of machine and Toronto address of company. (127 Peter St.)

I suggest they be supplied to

1 Lac La Ronge Indian Res School
2 Mohawk Institute
3 Brandon
4 } Rev. F. Plourde to suggest allocation.
5 }
6 }
7 Cecilia Jeffrey.

2 Sewing Machines:

4 to Mohawk
4 to Portage
6 to Lac La Ronge
4 to Birtle

16 to RC. schools. (Beaucul has 13, and the sisters usually like to have plenty and keep them busy.)

C.J.T. Clark

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FIELD SERVICE

CANADA

DEPARTMENT
OF
MINES AND RESOURCES
INDIAN AFFAIRS BRANCH

PLEASE QUOTE
FILE. 112-6-3

13515

Hobbema, Alberta
21 February 1950

Director
Indian Affairs Branch
Dept. Citizenship & Immigration
O t t a w a, Ontario

Re: School Hours - Day Schools
H o b b e m a Indian Agency

I beg to inform you that there seems to be a lack of uniformity in school hours in the Day schools, Hobbema Indian Agency.

Could I please receive an outline of the required teaching hours per day and also any deviations that may be made; for example, closing hours on Friday afternoons or late starting hours in winter months.

It would be appreciated if an indication was given of the time that is to be allotted to religious instruction by the various missionaries, per day or week.

H. N. Woodsworth
Superintendent
Hobbema Indian Agency
Dept. Citizenship & Immigration

HNW/ehg

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PROGRAMME OF STUDIES FOR INDIAN SCHOOLS

The PROGRAMME OF STUDIES herein prescribed shall be followed by the teacher as fare as the circumstances of the school permit. Any modifications deemed necessary should be made only with the sanction of the Branch.

Textbooks: While in the case of most subjects, Provincial textbooks are used, it should be noted that the Indian Affairs Branch prescribes certain books which have been found specially suitable for Indian Schools. Particulars regarding these books may be obtained on application to the Indian Affairs Branch, Ottawa.

Requisitions: When preparing requisitions for school material ask only for those texts authorized above. The Indian Affairs Branch requires you to adhere strictly to this rule. Teachers will please note the instructions on the "Requisition for School Material" form No. 413. Indian agents will supply these forms.

TEACHERS — NOTE THE FOLLOWING SUGGESTIONS

Language: Every effort must be made to induce pupils to speak English and to teach them to understand it. Insist on English even during the supervised play. Failure in this means wasted efforts. (In some schools in Quebec, where French is the classroom language, the word "French" should be substituted in the above instruction where the word "English" appears.)

Reading: Do not hear the children read, teach them to read. Do not use the phonic method to teach beginners unless it is for children with serious disabilities. Remember reading is a basic skill. Great care should be taken to teach it properly. The primary division members should be grouped and regrouped for reading practice upon the basis of their reading ability and not upon the time spent in school. Pupils should be tested at the beginning of each year and grouped accordingly. Apply remedial measures whenever necessary.

Vocational Instruction: Teachers are expected to emphasize the importance of vocational instruction. Dressmaking, crochet work, knitting, hand loom weaving, elementary domestic science, gardening and care of poultry are recommended for girls, and elementary carpentry work, general shop, Indian handicraft gardening and poultry raising for boys. At residential schools the care of live stock, auto mechanics and cultivation of land should be emphasized. Cultivation should conform to the requirements of the home of each pupil. This is especially true of residential schools where pupils come from different reserves.

Physical Education: Lay stress on physical activities that will strengthen the cest and seek. Special attention should be given to outdoor group games, supervised play and exercises, accompanied by singing, to afford variation and improve physique.

Vocal Music: Simple songs and hymns; the theme of the former to be interesting and patriotic; the tunes bright and cheerful.

Religious Instruction: Scriptual reading, the Ten Commandments, the Lord's Prayer, the Life of Christ, etc.

Character Training: Teachers will strive to develop the spirit of responsibility among the children, giving responsibility in turn, even in small things; gathering books, pencils, etc. for the smaller ones. Give greater responsibility as the child advances in age. Commend success and tactfully reprimand failures. Teachers will stress obedience, courtesy, cleanliness, self-respect, thrift, self-maintenance and patriotism. Cultivate honesty and the spirit of fair play. Teach respect of Law, order, authority and public property. Explain the relation of the sexes as to labour, home and public duties.

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Health Education: The object of health education is to have the pupils form worthwhile habits. Habits cannot be taught in the traditional way as book-learning, but must be acquired by constant practice. Methods must be worked out by the teacher, who will have the pupils make health posters, join classroom health activities and health games, etc. It is of the utmost importance that Indian pupils be taught to recognize the value of a well balanced diet. Recommend the use of meat, milk and vegetables. The teacher should stress the relationship of such diet to physical fitness, growth and general health.

Great care must be exercised by the teacher to see that the schoolroom is kept thoroughly clean. The floor should be swept daily and scrubbed frequently. The air in the schoolroom should be completely changed during recess and at the noon hour, even in the coldest weather, by the opening of windows and doors. Spitting on the floor, or inside the school building, should not be allowed. Cleanliness in the classroom as well as in the surrounding buildings and school yard is a definite phase of health education. Great stress will be emphasized on these by the teacher.

General: Whenever possible the teachers will employ the activity programme. Teachers must keep in mind that the text-book is but an educational instrument. Pupils must be well grouped according to their ability. Objective achievement tests should be used as frequently as necessary.

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1-1-1 (E3)

, March 3, 1950.

Mr. H.N. Woodsworth,
Supt. of Indian Agency,
Hobbema, Alberta.

School Hours - Day Schools

Reference your 112-6-3 of February 21

The hours of instruction and the arrangements for religious instruction will normally be the same as for schools under provincial control.

During most of the year in Indian schools the hours will be:

Mornings	9.00	-	12.00
Afternoons	1.30	-	4.00

Through November, December, January and February by arrangement between the Superintendent and the teachers the hours may be as follows:

Mornings	9.30	-	12.00
Afternoons	Terminating at 3.30		

You will note the exceptions that may arise concerning the length of the noon intermission. During the months when the weather is severe and the daylight of shorter duration, as the children usually bring lunch to school, the noon intermission is usually reduced to one hour. In other months a longer noon intermission is usual, and it is expected that there will be supervised play.

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It may be, however, that at some schools in your jurisdiction there exist certain conditions which require modification of the length of the noon hour. You should discuss these with the teacher and decide upon the schedule which seems to suit the particular situation best, so that, allowing for a recess of 15 minutes each morning and each afternoon, the hours of instruction may be:

	Summer	Winter
Mornings	2¾ hours	2½ hours
Afternoons	2½ hours	1¾ hours

Denominational religious instruction is allowable for one-half hour session each week. This period is to be regularly scheduled, and you should arrange, accordingly, with the missionary workers and teachers concerned that the visits of missionaries adhere to a regular schedule i.e. always on the same week day and at the same time, preferably the last half-hour of the afternoon session.

Where there are two or more denominational groups, arrangements should be made for them to receive instruction simultaneously. For example at Hobbema the United Church minority could receive instruction in the nearby manse. At Louis Bull the Roman Catholic minority could be sent to the nearby mission. At Montana there is no minority to be considered.

Your attention is invited to the Department's suggestions to teachers as printed on the back cover of the register. A copy of these suggestions is attached. Under "Religious Instruction" an indication is given of the inter-denominational religious instruction recommended for those schools where denominational differences are

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not accentuated and where specialists are not available to give instruction. In implementing these suggestions the teacher must ensure that nothing is included in the opening exercises or other lessons to all the pupils that would be a cause for disharmony.

Bernard F. Neary,
Supt. of Indian Education.

CAFC/MMcN

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P.A. 1-1-1

Ind affs
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DD

NUMBER OF T. . ERS IN INDIAN SCHOOLS

	1947-48	1948-49
No. of Te..ers in ..ol..	352	383
No. of Teachers in ..ol..	233	227
TOTAL	585	610

Personnel Man
Information Services
A. Robbins
9/3/50

Information phoned to Mr. Robbins,
Dominion Bureau of Statistics, Local 5933,
on March 9, 1950.

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Information required by Dominion Bureau of Statistics -

Total number of teachers (men and women separately) in
Indian Day and Residential Schools for year 1947-48 and also
for " 1948-49

Phone number 5933

Number for day schools to be given separate from number in residential schools and women separately from men.

Ms. 70 3

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Pa — —

1-1-1

(E)

March 22, 1950.

Reverend M. J. Hawkins, S.J.,
Jesuit Mission,
Armstrong, Ontario.

Dear Father Hawkins:

In answer to your letter concerning the sending of mineral samples, I have phoned Dr. Monture of the Mines Bureau (himself an Indian!) but unfortunately he is out of town. However, his Secretary says that these samples could be sent to Mr. C. S. Parsons, Director of Mines Branch, Department of Mines and Technical Surveys, Ottawa, Ontario.

If I can do anything else to push this matter along, please let me know.

I believe that an assistant agency will be established at Naxina and that this position will be advertised in the near future.

Yours sincerely,

Bernard F. Neary,
Superintendent of Education.

BFN/KM

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Armstrong. Ont.
Mar. 13th. 1950

Col. R. Neary
Dept. of Indian Affairs
Ottawa. Ont.

Dear Col. Neary;

Could you kindly obtain the following information. I have on hand two samples of minerals, which were given to me by two Indians and they would like to have them assayed. I have heard that I can have them tested in Ottawa by the Government. I understand that the Dept. of Mines will make the assay. I would like to know to whom may I address the samples and how much would the test cost. One of the samples contains tin and I have seen the ettritory where the samples were taken. I expect the Indians back from the trap line this month and they will stay around a few days and then go back for muskrat trapping, they would like to have news of the assay before they leave for the North.

I have heard that the Indian Dept. intends to establish a new Agency at Nakina, if this is so, my we have a Catholic Agent. Most of our Indians in this district are Cathèlics. Fr. Rolland and myself have two mens in view.

Yours sincerely
Rev. M. J. Hawkins SJ

P.A on 1-1-1

PROFESSIONAL INSTITUTE
of the
CIVIL SERVICE OF CANADA

Education and Training Group

February 25, 1950.

A meeting of the Education and Training Group of the Professional Institute of the Civil Service of Canada was held in the Board Room, Department of Labour, Confederation Building, Ottawa, on Thursday evening, February 16, 1950, with twenty-one members in attendance.

This meeting proved to be very profitable and worthwhile by way of making a beginning with the activities of the Group and formulating plans for future meetings. Those present showed keen interest in the possibilities of deriving great benefit from such meetings.

Mr. A. W. Crawford, Director of Training and Counselling, Department of Veterans Affairs, was re-elected Chairman of the Group, and Mr. E. N. Grantham, Education Division, Northwest Territories Administration, Department of Resources and Development, was re-elected Group Secretary-Treasurer. Mr. Jos. McCulley, Deputy Commissioner of Penitentiaries, Department of Justice, and Mr. Ted Parkinson, Director, Staff Training Division, Department of Veterans Affairs, were elected as representatives on the Council of the Professional Institute. These officers comprise the Executive of the Group.

The Group decided to hold its next meeting on March 13, 1950, this to take the form of a dinner followed by short addresses from certain group members, the subject of each member's address to be based on his own particular work. Arrangements for this meeting were left in the hands of the Executive, which chose the following members to give these five minute addresses: Messrs. Ernest Lee, Jos. McCulley, John E. Lyon, H. C. Hudson, A. W. Crawford, B. F. Neary.

The dinner and meeting will be held in the dining room of the Albion Hotel, corner of Daly Avenue and Nicholas Street, commencing at 7:00 P.M. sharp. The price of the dinner will be $1.25.

Your Executive is particularly desirous of having a full attendance at this meeting.

Enclosed is an application form for membership in "The Professional Institute of the Civil Service of Canada". If you have not so far completed your application for membership, you are invited to do so by completing this form and forwarding same, together with your membership fee of $4.00 to the Group Secretary-Treasurer.

E. N. Grantham

E. N. Grantham,
Group Secretary-Treasurer.

Mr. A. W. Crawford,
Group Chairman,
Department of Veterans Affairs,
Daly Building Annex, Ottawa.
Phone -- 7828

Mr.E. N. Grantham,
Group Secretary-Treasurer,
Department of Resources and
Development,
Norlite Building, Ottawa.
Phone -- 2163

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RG 1-1-1 (E)

, March 15, 1950.

Memorandum

DIRECTOR

Inspection Trips - Education Division

Supervisor of Vocational Training - Work at Caughnawaga finalized in early March; U.C.Day School and teacherage practically completed; survey made of teachers at R.C. School; new Principal for U.C. School by transfer.

March 12 - Departure for James Bay for educational survey and study of requirements for proposed new Albany Residential School building.

Educational Survey Officer - Returned from Northern Saskatchewan. Accompanied Supervisor of Physical Education to Caughnawaga; inspected both schools ; recommended change of U.C. Principal.

March 12 - Departure for James Bay educational survey with Mr. Doucet. This official has been travelling almost continuously since September 1, 1949, and is in need of a holiday. We are short of inspection staff and he has been used on many occasions when a provincial inspector could not have reported on the facts we required. I have recommended to Colonel Acland that he be permitted to carry over some of his leave credits to 1950.

Supervisor of Physical Education - This official has been sent to Caughnawaga to start a sports committee there. He was accompanied by Major Clark.

He is now at the Mohawk Residential School and the Six Nations Day Schools. He was accompanied by Mr. Morris. It is

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my intention that he will then visit the Caradoc Reserve and do a similar survey.

Other than my short trip to James Bay I have not inspected any schools in this quarter. I hope to attend the Ontario Education Association Convention in Toronto for the period April 11-14. This is my annual visit to the Ontario Department of Education when all Inspectors are in Toronto. I also call on Doctor Dorey of the United Church, Miss Matthews of the Presbyterian Church and Canon Dixon of the M.S.C.C.

Bernard F. Neary,
Supt. of Indian Education.

BFN/MMcN

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485-1-1

OTTAWA, 14 March, 1950.

Mr. MacInnes
Mr. Allan
Col. Leary
Col. Jones
Miss Walton
Mr. Vergette
Mr. Lauchlan

There is a possibility that the Branch may be able to secure space in a new building at the corner of Kent and Albert Streets.

It is tentatively proposed to move all units now housed in the Booth Building, and in the Capitol Theatre Building, to the new quarters comprising three floors, if such can be obtained.

Mr. A.G. Young of the Engineering and Construction Section has been instructed to prepare plans for space allotment after consultation with unit heads.

I would point out that there is not an abundance of space in the new building and for this reason, as well as the desirability of consolidating into a compact unit, space will be governed by basic Civil Service standards of 85 square ft. per person plus additional space for files, office equipment, etc. Private offices will be the exception rather than the rule.

Will you please prepare your requirements immediately so that our architect may have all information available to him without delay.

Director.

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CANADA

DEPARTMENT
OF
MINES AND RESOURCES
INDIAN AFFAIRS BRANCH

OTTAWA

1-1-1 (E)

PLEASE QUOTE
FILE

March 15, 1950

Memorandum:

DIRECTOR

Building Space

(a) Private Offices:

1. Superintendent of Education.
2. Chief, Education Division.
3. Supervisor of Vocational Training and Educational Survey Officer.
4. Supervisor of Physical Education and other Inspectors.

(b) Office Space:

We will require sufficient space for eight clerks and stenographers. We will also require some two thousand square feet for our files, educational library, educational stores, etc.

Bernard F. Neary,
Supt. of Indian Education.

BFN/MMcN

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845,071

1,619,915

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F. R.

1-1-1 (E)

Ottawa, 16 March, 1950.

Memorandum:

MR. D. J. Allan,
Superintendent of Reserves and Trusts

Round Lake

Have we a reserve by this name in the Sioux Lookout Superintendency? We have no knowledge here of such a reserve and would appreciate any information which you can provide as to its location and the number of Indians there, etc.

Bernard F. Neary,
Superintendent of Education.

BFN/rm

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KODAK SAFETY ▲ FILM +●

1-1-1 (E)

, March 16, 1950.

Mr. G.L. Clark, B.A.,
20 Wolsey Hall,
Hamilton, Ontario.

Dear Sir:

I believe that some of our teachers have enrolled in correspondence courses at Wolsey Hall. I would like to have from you any descriptive literature of courses in education and in the social sciences (particularly welfare work). I presume that these would fall within Departments III and VII.

Sincerely yours,

Bernard F. Neary,
Supt. of Indian Education.

BFN/MMcN

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EDUCATION OF CANADA'S INDIANS

(Summary of talk given to the Professional Institute of the Civil Service of Canada on March 13, 1950, by B.F. Neary, Superintendent of Education, Indian Affairs Branch, Department of Citizenship and Immigration.)

Due to the time limit of ten minutes the speaker divided his talk into ten questions and answers covering the points most commonly asked about Indian education.

1. Q. How many schools are operated by this Division?

A. There are nearly 450 Day school classrooms in operation, mainly one-room schools; there are 70 residential schools, 7 hospital schools and about 20 seasonal schools. There are also a few schools jointly operated with the provinces.

2. Q. How many children are receiving education in these various schools?

A. About 23,500.

3. Q. What kind of schools are operated by your Division?

A. The day schools are for Indians living on settled reserves. The residential schools are for welfare cases and the children of Indians whose parents earn their living by trapping and similar occupations. The hospital schools are for both children and adults in Indian hospitals. The seasonal schools are for Indians particularly in Northern Quebec and Ontario, who come out to trading posts for three or four months in the summer holidays. The joint schools are increasing in number and are operated for both Indians and Whites.

4. Q. Where are these schools situated?

A. They are located in each of the provinces, in the Northwest Territories and the Yukon. The majority of the schools are in Ontario and British Columbia, which two provinces have the largest Indian populations.

5. Q. How are the Day schools operated?

A. By the Department with teachers being classified as Civil Servants mostly on a seasonal basis (ten month year).

6. Q. How are the Residential schools operated?

A. These are conducted for the Department by various religious denominations. A per capita grant is paid for the maintenance and education of each Indian child.

7. Q. How many teachers of various types do you hire?

A. There are over 450 teachers hired with nearly 400 being classified as school teachers and 30 as welfare teachers. These latter teach in the hospital schools and on isolated reserves where their duties are many and varied. We also hire a number of seasonal school teachers and part-time teachers.

....2

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8. Q. <u>What curriculum do you follow?</u>

A. With few exceptions we conform to that of the province in which the school is located. Special emphasis is of course paid to health and physical education and the stress in social studies is on Canadian history and geography.

9. Q. <u>What are your urgent educational problems</u>?

A. (a) Supervision and inspection of a widely scattered school system.
(b) The building of schools in isolated districts.
(c) The hiring of good teachers when the schools are isolated and so far from stores, doctors, etc.

10. Q. <u>How many Indians are receiving tuition benefits for higher education</u>?

A. There are nearly 400 Indian children receiving provincial secondary education including vocational training, teacher training and enrolled in university courses. There are also nearly 200 Indian children enrolled in secondary grades in our own schools.

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FIELD SERVICE

CANADA
DEPARTMENT
OF
MINES AND RESOURCES
INDIAN AFFAIRS BRANCH

PLEASE QUOTE
FILE 33/25-1

P. O. Box 987,
Cornwall, Ontario,
March 20th, 1950.

MAR 21 1950
RECORDS
18999

Indian Affairs Branch, Ottawa, Ontario.

As you know, considerable discussion has been carried on lately in the newspapers concerning changes in the Ontario curriculum which possibly will result in the elimination of Entrance examinations.

For a number of years, children from the Quebec side of our Agency have been writing Entrance Examinations in Cornwall to qualify them for admission to Ontario high schools. If such Ontario Departmental Examinations are now going to be discontinued, how will our children from our Quebec schools qualify for admission to an Ontario high school.

I would be interested in obtaining all the information I possibly can concerning these changes as they affect our schools.

T. L. Bonnah,
Superintendent,
St. Regis Agency.

Care
5/4/50

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1-1-1

(E)

Ottawa, March 25, 1950.

Mr. T. L. Bonnah,
Superintendent, Indian Agency,
P.O. Box 987,
Cornwall, Ontario.

Changes in Ontario Curriculum

Reference your 33/25-1 of March 20

The projected changes in the Ontario system of education amount to the introduction of a junior high school. I understand that the Entrance examinations will still be held this year and that the elimination of these tests will not take place until 1951.

I will be seeing the officials of the Ontario Department of Education in Toronto in April, when I will further discuss the problem of children from the Quebec side of your agency being qualified for admission to Ontario high schools.

In view of the fact that most of your pupils attend Ontario high schools, it might be advisable to have all your schools follow the Ontario course of study. This of course would be a serious change and we would require more detailed information than we have at the present time.

Bernard F. Neary,
Superintendent of Education.

BFN/FM

Mr. Bonnah, agreed as now on file in Indian Affairs Ottawa. J.P.R. 3/4/50

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Pa
1-1-1 (E)

, March 27, 1950.

Registrar,
Scarritt College,
Rural Centre,
Crossville, Tennessee.

Dear Sir:

One of our teachers has attended your Rural Centre and has written favourably to our Department concerning the courses which you offer there.

Could you please send me the bulletin of your courses so that we may advise any other of our teachers who might wish to attend your college during the coming summer.

Yours sincerely,

Bernard F. Neary,
Supt. of Indian Education.

BFN/MMcN

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Ottawa, March 31, 1950.

Memorandum:

INDIAN EDUCATION

INDIAN EDUCATION 1939-1949

Many changes have taken place in Indian education during the past 10 years. The following statistics will show the growth of the Indian school population during that time:

	Residential Schools			Day Schools		Total (all Schools)		
Fiscal Year	Enrol-ment	Average Attend-ance		Enrol-ment	Average Attend-ance	Enrol-ment	Average Attend-ance	Percentage of Attendance
1938-39	9,179	8,276		9,573	6,432	18,752	14,908	77.36
1948-49	9,368	8,345		12,511	10,320	21,983	18,759	85.33

You will note that the total includes more than the pupils at the residential and the day schools as there are a number of children attending joint schools.

The greatest growth in school population has taken place during the past 3 years. For example, in the year ending March 1949, the enrolment at day schools had increased by 1,529 pupils.

In addition to the 21,983 pupils shown above, there were 945 Indian children in elementary grades and 377 in secondary grades in provincial schools. This meant a total of 23,285 Indian pupils enrolled in educational classes. It is difficult to accurately estimate the number of school age children until the next census is completed. The 1944 census showed 28,439 children between the ages

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Indian Affairs. (RG 10, Volume 6002, File 1-1-1, part 8)
School Files

of 7 and 16. It is therefore safe to estimate that there are now about 31,000 of school age. This means that there are over 7,000 children for whom no educational facilities are yet provided.

Percentage of Attendance

During the past few years there has been a steady increase in the percentage attendance. This is particularly noticeable in Indian day schools where formerly the pupils attended irregularly. The day school attendance, however, is now improving steadily as a result of family allowance payments, the better calibre of teachers employed, the improvement in classroom techniques and equipment, and finally the awakening interest of Indian parents in the education of their children. We intend to stimulate this interest by the formation of Parent-Teacher groups, adult education classes, and other community movements.

Education in Association with other Children

In accordance with the recommendations of the Joint Parliamentary Committee, we have been accomplishing major changes in having more Indian children admitted to white schools. In British Columbia alone the number has increased from about 200 in September 1948 to nearly 700 in September 1949. We will continue to work towards the admission of more Indian children to provincial schools in accordance with the recommendation of the Committee.

Erection of New Schools

The number of new schools erected can best be illustrated by the fact that the Department hired 285 day school teachers in 1946 and is now employing nearly 450. This growth represents the opening of new schools and also additions to existing facilities.

At residential schools we have erected several classroom blocks and one dormitory block. One new residential school is presently under construction and the tender has been let for the erection of another. Both of these are in northern Canada.

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Improvement in the calibre of teachers

Unless good teachers are appointed to fill the new classrooms being provided, educational progress among the Indians will not continue to improve. Therefore, the Department has been constantly weeding out unqualified and inefficient teachers and replacing them with certificated teachers as conditions permit.

In spite of the great teacher shortage which presently exists, we have been able to accomplish a great deal during the past 3 years. A review of the situation can best be presented graphically as follows:

Day School Teacher Percentages	January 1948	January 1950
Grade 1 (Third Class or no certificate)	34 %	22 %
Grade 2 (Second Class Certificate)	30 %	25 %
Grade 3 (First Class Certificate)	27 %	39 %
Grade 4, Principals and Welfare Teachers	9 %	14 %

To summarize the above statistics, you will note that we have reduced the number of non-qualified teachers from one third of our staff to nearly one fifth of our staff in a space of 3 years. During the same time we have increased the number of teachers with First Class Certificates from 27% to 39%.

Secondary Education

There has been a steady increase in the number of Indian children who are enrolled in the secondary grades. In the academic year ending June 1949 there were 377 children in high school grades in provincial schools and 264 in our own schools.

Director.

AFH/ma

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Ottawa, March 31, 1950.

Memorandum:

EDUCATION

INDIAN POPULATION 1939-1949

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You will note that the total includes more than the pupils at the residential and the day schools as there are a number of children attending joint schools.

The greatest growth in school population has taken place during the past 3 years. For example, in the year ending March 1949, the enrolment at day schools had increased by 1,349 pupils.

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of 7 and 16. It is therefore safe to estimate that there are now about 31,000 of school age. This means that there are over 7,000 children for whom no educational facilities are yet provided.

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During the past few years there has been a steady increase in the percentage attendance. This is particularly noticeable in Indian day schools where formerly the pupils attended irregularly. The day school attendance, however, is now improving steadily as a result of family allowance payments, the better calibre of teachers employed, the improvement in classroom techniques and equipment, and finally the awakening interest of Indian parents in the education of their children. We intend to stimulate this interest by the formation of Parent-Teacher groups, adult education classes, and other community movements.

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At residential schools we have erected several classroom blocks and one dormitory block. One new residential school is presently under construction and the tender has been let for the erection of another. Both of these are in Northern Canada.

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Director.

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/-1-1

DEPARTMENT OF CITIZENSHIP & IMMIGRATION

Indian Affairs Branch

Ottawa, March 16th, 1950.

TO: Principals of
Indian Residential Schools

Quarterly Return
Quarter Ending March 31st, 1950.

It has been impressed on the Principals of Residential Schools that the quarterly return should be prepared at the end of each quarter and forwerded promptly to the Department through the office of your Superintendent.

However, many Principals evidently delay preparation of the return, as many of the returns do not reach the Indian Affairs Branch until 4 or 5 weeks following the end of the quarter, and in several instances, the Branch has found it necessary to write Principals regarding a delayed return.

In future, we expect that each and every Principal will forward the quarterly return immediately following the close of the quarter.

This year we are particularly anxious to have the March quarter return reach us promptly, and therefore, we will expect this return to reach Ottawa not later than April 15th, 1950.

Bernard F. Neary,
Supt. of Indian Education

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P A.

1-1-1
(E)

, March 27, 1950.

Memorandum:

COLONEL ACLAND

Education of Indians

Please find attached a statement of statistics which should do a great deal to correct the misstatements made by Brigadier Martin.

The figures show that we have reduced now to about 6 or 7000, the number of children for whom no educational facilities are provided. The number of day school classrooms has risen from 285 to nearly 450 within the last three years.

We can not provide statistics for the qualifications of teachers in residential schools as these are controlled by the denominations concerned. In the day schools, however, we can definitely report on the improved qualifications of our teachers.

In 1948 we hired 352 day school teachers of whom 120 (or 34%) had only teaching permits, licenses or no certificate. We had 97 teachers (or 28%) with First Class Certificates and 120 (or 32%) with Second Class Certificates.

In January 1950 we were hiring 432 teachers of whom 95 (or 22%) were Grade 1 teachers, 172 (or 40%) were Grade 3 teachers and 109 (or 26%) were Grade 2 teachers.

A review of this situation can be presented graphically hereunder:

Teachers	January 1948	January 1950
Grade 1	34%	22%
Grade 2	32%	26%

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Teachers	January 1948	January 1950
Grade 3	28%	40%
Grade 4, Principals and Welfare teachers	6%	12%

In other words, we have reduced the number of non-qualified teachers from 1/3 of our staff to 1/5 in a space of two years. We have increased the number of teachers with First Class Certificates from 28% to 40%.

SECONDARY EDUCATION

We have noted Brigadier Martin's statement concerning part-time education. This did apply to our schools three years ago but we have greatly reduced the number of schools in which the children are not fully occupied in classroom work. By the introduction of labor-saving devices such as potatoe peelers, washing machines etc. and by the large increase in the per capita grants we have attempted to make the school management less dependent on the use of children for work in the schools.

CONCLUSION

As I was dictating the above information, there was placed on my desk a letter from the Canadian Education Association outlining the shortage of teachers in schools across Canada. Several provinces report schools closed because of the lack of teachers and the number opened but without qualified teachers is indeed a revelation. There are 750 such schools in Nova Scotia, 703 in Saskatchewan, 609 in New Brunswick, 603 in Manitoba and even 300 in Ontario. I, therefore, feel that our day schools have little to be criticized in this regard.

Bernard F. Neary,
Supt. of Indian Education.

Encl:

BFN/HM

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CANADA

1-1-1 (E)

DEPARTMENT OF CITIZENSHIP AND IMMIGRATION
INDIAN AFFAIRS BRANCH

Ottawa

Ottawa, 16 March, 1950.

Memorandum:

Mr. D. J. Allan,
Superintendent of Reserves and Trusts

Round Lake

Have we a reserve by this name in the Sioux Lookout Superintendency? We have no knowledge here of such a reserve and would appreciate any information which you can provide as to its location and the number of Indians there, etc.

B F Neary

Bernard F. Neary,
Superintendent of Education.

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Records

1-1-1 (R.7)

, 20th March, 1950.

Memorandum to:

B. F. Neary,
Superintendent of Education.

I have for acknowledgment your memorandum of March 16th, your file 1-1-1, requesting information with regard to Round Lake Reserve which it is said is in the Sioux Lookout Agency.

According to our records there is no such Reserve in the aforementioned Agency. The name Round Lake, however, might be a local name that has been applied to one of the Sioux Lookout Reserves but without further details we are unable to establish whether or not this is an actual fact.

D. J. Allan,
Superintendent,
Reserves and Trusts.

110/ee

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CANADA

DEPARTMENT OF CITIZENSHIP AND IMMIGRATION
INDIAN AFFAIRS BRANCH

FILE 1-1-1 (R.7)

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D. J. Allan,
Superintendent,
Reserves and Trusts.

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School Files

P.A.

1-1-1
(L)

, March 27, 19.0.

Memorandum:

COLONEL ACLAND

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Bernard F. Neary,
Supt. of Indian Education.

Encl:

BFN/HM

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1-1-1

(1)

[redacted], 1950.

[redacted]

[redacted]
[redacted]
[redacted]
[redacted]
Mr. Tibbs.

Educational about Eskimo's annual report

It is our intention to obtain in future an annual report from each educational about Eskimo. This report also to be sent out in May and will cover the period up to the end of each academic year.

I would appreciate receiving from you any suggestions with regard to the composition of this annual report. One item which I have been directed by Major Neary to include is a statement of the qualifications of each teacher. He has in mind securing for the minister the approximate cost to the Department of the payment of teachers' salaries in this branch.

It is felt that this report should cover all phases of school activity and should be similar in some ways to that prepared by the lay school teachers.

Richard A. Neary.
Superintendent of Education.

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POOR COPY

P.A. → 1-1-1 (2)

, March 29, 1950.

[illegible]:

Colored Schools

Question - Mr. Diefenbaker, Lab.

[illegible] asked the number of Indian Day School teachers appointed during the months listed by Mr. Diefenbaker.

As you are aware, all teaching positions are subject to appointment by the Civil Service Commission.

None of the above are permanent appointments. They represent new teachers coming into our service, mostly for the first time. You will particularly note a large number of appointments effective the first of September, 1949. This is the opening of the academic year, and naturally, there is a considerable turnover in our teachers during the summer months. We have been replacing non-qualified teachers by certificated teachers, so such turnovers during the summer months will continue until we have replaced the non-certificated teachers.

Bernard F. Neary,
Superintendent of Education.

[illegible]

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NUMBER OF INDIAN SCHOOL TEACHERS APPOINTED DURING FOLLOWING PERIODS

From 1-1-49 to 1-2-49	10
From 1-2-49 to 1-3-49	6
From 1-3-49 to 1-4-49	1
From 1-4-49 to 1-5-49	7
From 1-5-49 to 1-6-49	13
From 1-6-49 to 1-7-49	16
From 1-7-49 to 1-8-49	3
From 1-8-49 to 1-9-49	5
From 1-9-49 to 1-10-49	154
From 1-10-49 to 1-11-49	14
From 1-11-49 to 1-12-49	13
From 1-12-49 to 1-1-50	2
From 1-1-50 to 1-2-50	26
Total	270

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CANADA

DEPARTMENT OF CITIZENSHIP AND IMMIGRATION

INDIAN AFFAIR BRANCH

Ottawa 28 March, 1950.

See me

MEMORANDUM:

Education Division.

Attached herewith is a letter received from Mr. Bethune which is self-explanatory.

May an answer to Mr. Diefenbaker's question, as far as your Division is concerned, be prepared as soon as possible, please.

Eric Acland
Admin. Officer.

Copy sent to Pers.

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COPY

Ottawa, March 27, 1950.

MEMORANDUM TO :

MR. MACKAY.

The following question asked by Mr. Diefenbaker has been made an Order for Return, Votes and Proceedings No. 26, Page 158: "1. How many appointments to the Civil Service (a) Permanent; (b) temporary, were made by the Civil Service Commission month by month from the first of January 1949, to the first of February 1950, both inclusive? 2. How many appointments were made to the Civil Service (a) other than by the Civil Service Commission or (b) after certificate granted by the said Commission?"

Parts 1 and 2(b) will be answered by the Civil Service Commission. Will you please furnish a statement in answer to Part 2(a) - month by month for the period covered by the question. If there is any explanation required to cover any large number of appointments it may be indicated, for example school teachers.

(Sgd.) W. C. Bethune.

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...ELD SERVICE

CANADA
DEPARTMENT
OF
MINES AND RESOURCES
INDIAN AFFAIRS BRANCH

PLEASE QUOTE
FILE 33/25-1

201

P. O. Box 987,
Cornwall, Ontario,
March 28th, 1950.

Indian Affairs Branch, Ottawa, Ontario.

Referring to the last paragraph of your 1-1-1 (E), March 25th, please be advised that for a number of years we have found it necessary to follow as closely as possible in our Quebec schools the Ontario course of studies. This has been possible, of course, through the splendid co-operation given by Mr. Wescott who has been our inspector for a number of years and is thoroughly conversant with our situation here. What would happen should Mr. Wescott ever be changed to another district would be hard to predict. I might add that Mr. Matthews, the Ontario inspector, has been very sympathetic as well in this matter. No doubt if a permanent solution could be worked out it would be much better for all concerned.

I shall be pleased to learn of any further developments following your interview with officials of the Ontario Department of Education next month.

T. F. Bonnah,
Superintendent,
St. Regis Agency.

cc if Mr Bonnah's agency is finally integrated into Ont. sch. system
Clerk
8/4/50

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C O P Y

1-1-1 (E3)

March 3, 1950.

Mr. H.N. Woodsworth,
Supt. of Indian Agency,
Hobbema, Alberta.

School Hours - Day Schools

Reference your 112-6-3 of February 21

The hours of instruction and the arrangements for religious instruction will normally be the same as for schools under provincial control.

During most of the year in Indian schools the hours will be:

Mornings	9.00	- 12.00
Afternoons	1.30	- 4.00

Through November, December, January and February by arrangement between the Superintendent and the teachers the hours may be as follows:

Mornings	9.30 - 12.00
Afternoons	Terminating at 3.30

You will note the exceptions that may arise concerning the length of the noon intermission. During the months when the weather is severe and the daylight of shorter duration, as the children usually bring lunch to school, the noon intermission is usually reduced to one hour. In other months a longer noon intermission is usual, and it is expected that there will be supervised play.

.....2

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It may be, however, that at some schools in your jurisdiction there exist certain conditions which require modification of the length of the noon hour. You should discuss these with the teacher and decide upon the schedule which seems to suit the particular situation best, so that, allowing for a recess of 15 minutes each morning and each afternoon, the hours of instruction may be:

	Summer	Winter
Mornings	2¾ hours	2½ hours
Afternoons	2½ hours	1¾ hours

Denominational religious instruction is allowable for one-half hour session each week. This period is to be regularly scheduled, and you should arrange, accordingly, with the missionary workers and teachers concerned that the visits of the missionaries adhere to a regular schedule i.e. always on the same week day and at the same time, preferably the last half-hour of the afternoon session.

Where there are two or more denominational groups, arrangements should be made for them to receive instruction simultaneously. For example at Hobbema the United Church minority could receive instruction in the nearby manse. At Louis Bull the Roman Catholic minority could be sent to the nearby mission. At Montana there is no minority to be considered.

Your attention is invited to the Department(s suggestions to teachers as printed on the back cover of the register. A copy of these suggestions is attached. Under "Religious Instruction" an indication is given of the inter-denominational religious instruction recommended for those schools where denominational differences are

...3

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not accentuated and where specialists are not available to give instruction. In implementing these suggestions the teacher must ensure that nothing is included in the opening exercises or other lessons to all the pupils that would be a cause for disharmony.

(sgd.) Bernard F. Neary,
Supt. of Indian Education.

CAFC/W'oN

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1-1-1
(E3)

, April 12, 1950.

Mr. G.H. Gooderham,
Regional Supervisor of Indian Agencies,
507 Public Building,
Calgary, Alberta.

School Hours - Alberta Day Schools

When the accompanying letter was written to Mr. Superintendent Woodsworth, a copy was not included for your information.

A copy is now attached.

Philip Phelan,
Chief, Education Division.

CAFC/MMcN

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1-1-1

Officers of Toronto Municipal Chapter
Regent: Mrs. D. W. McGibbon
1st Vice-Regent: Mrs. R. M. Walkey
2nd Vice-Regent: Mrs. John E. Hurst
Secretary: Mrs. J. Lorne Davidson
Corresponding Secretary: Mrs. W. B. Dennehy

Officers of Toronto Municipal Chapter
Treasurer: Mrs. R. C. Latimer
Organizing Secretary: Mrs. G. D. Leggett
Educational Secretary: Miss Ruth Park
Assistant Educational Secretary: Mrs. C. W. Livingston
Echoes Secretary: Mrs. J. R. Wright
Standard Bearer: Mrs. Herbert W. Brown

ONE FLAG ONE THRONE ONE EMPIRE

The Imperial Order Daughters of the Empire
and Children of the Empire (Junior Branch)

NATIONAL HEAD OFFICE, TORONTO, ONTARIO — PROVINCIAL HEAD OFFICE, HAMILTON, ONTARIO

Municipal Chapter, Toronto 4

Motto: "The hearts of his subjects are the riches of a king"

182 LOWTHER AVENUE • PHONE RA. 1195

3351

Toronto, Ontario,
April 7,1950

Director of Indian Affairs,
Indian Affairs Branch,
Department of Colonization and Immigration,
Ottawa, Ontario.

Dear Sir:

Two of the Toronto Chapters of our Order are anxious to assist some of the Indian Schools as part of their Educational Work. Possibly such assistance would be in the form of books or teaching material which are desirable but not always supplied by the local School Board through lack of funds.

Perhaps you would be kind enough to send me a list of the Indian Schools or if you have a suggestion with regard to some of the more remote residential schools I would be most grateful to receive it.

Thanking you for your assistance in this matter,

I am, yours very truly,

Ruth M. Park

Ruth M.Park,
Educational Secretary.

NOTE: 11/4/50 m.m.

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School Files

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49/-17-1

(E)

April 14, 1950.

Memorandum:

COLONEL E. ARLAND,
ADMINISTRATIVE OFFICER

Educational Programme of UNESCO

Our Education officials have read with interest the articles and the publications sent by the Acting Under Secretary of State for External Affairs.

We would like to hear of any results from the activities and experiments involved under paragraph 1.26 "Education of Maladjusted Children". We would also like to receive information when available on other aspects of the programme such as:

Paragraph 1.31 - Curriculum and Methods
Paragraph 1.32 - Textbooks and Teaching Materials

We are agreed that of the 6 experiments in fundamental and adult education we are particularly interested in the Latin American project with special emphasis on any literacy campaign techniques which might be adapted to our own nomadic Indian tribes.

Bernard F. Neary,
Superintendent of Education.

BFN/FM

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SCARRITT COLLEGE RURAL CENTER
CROSSVILLE, TENNESSEE

4321

...ernarl L.
...ief Development of Indian Education,
Department of Citizenship and Immigration,
Indian Affairs Branch,
Ottawa, Canada.

...ef.: File 1-1-1 (E)

...ear Mr. Neary:

In reply to your letter of April 27th, I am sending under separate cover copies of our regular catalogue and the announcement of Summer Quarter courses. In these I have indicated with red pencil the special courses that are offered here at the Rural Center, as well as the descriptive paragraphs about the Center.

I believe the course attended by one of your teachers is the one in session at present and called the Short Term School for Rural Workers. It is only offered during the first term of the Spring quarter.

...e have enjoyed having some Canadian friends enrolled in previous courses and are always glad to welcome them to our campuses. If you have any questions regarding the School and the courses we offer, please feel free to write again.

Yours sincerely,

Leslie L. Temple
Director

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CANADA

DEPARTMENT OF CITIZENSHIP AND IMMIGRATION
INDIAN AFFAIRS BRANCH

FILE 1-1-1
(E3)

Ottawa, April 12, 1950

Memorandum:

SUPERINTENDENT OF EDUCATION

Annual Reports - Residential School Principals

Items upon which the Principal might be requested to report include, at the suggestion of the Director, :

(a) The qualifications of each teacher.

On this point, if it were desired to estimate the probable total of salaries payable at Departmental classification rates, it would be necessary to obtain the usual details regarding academic standing, professional training, certification and experience in teaching, together with courses attended since entry into Indian schools.

Other matters upon which the Principal might report are given below. Some of these may seem to be personal enthusiasms of my own but I think they all have a bearing on the efficient functioning of the school with due regard for the three E's - Economics, Evangelism and Education.

(b) An Age, Sex, Grade report calculated to the last day of the quarter on which the annual report is dated.

(c) A "days-in-school"-with-grade-attained"report for all pupils enrolled during the year showing the total length of the school career of the child with grade attained on the last day of such school career.

(d) The hours of classwork weekly for each grade - this could be included with (b) above as is now done in some cases.

(e) The number of pupil-hours devoted to the following activities:

...2

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1. Field and garden.
2. Animals.
3. Laundry.
4. Kitchen. *& Dairy.*
5. General housekeeping.
6. Organized but not haphazard play.
7. Supervised study outside of classroom hours.
8. Total time devoted during the year to divine service and religious observances other than private devotion.

(f) The weight of such staple articles of diet actually consumed as the following:

1. Meat of all kinds.
2. Milk.
3. Butter.
4. Butter substitute - kind to be stated.
5. Potatoes.
6. Root vegetables.
7. Other vegetables.
8. Fruit.
9. Flour.
10. Other cereals.
11. Sugar.
12. Salt.

(g) The weight or quantity with value thereof of any goods or commodities produced on the school premises or holdings and disposed of without being actually consumed at the school.

(h) The dimensions of each dormitory, the number of beds therein and the number of pupils assigned to these beds.

(i) The dimensions of each classroom, the number and type of desks therein and the number of pupils assigned to these desks.

(j) The dimensions of the indoor play space available for:

1. Boys.
2. Girls.

..3

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(k) The dimensions of the kitchen and dining-room.

(l) The dimensions of the laundry and the details of equipment installed therein.

(m) The dimensions of the room(s) used for practical arts for boys with details of the type and number of equipment and machinery installed therein.

(n) The dimensions of the room(s) used for practical arts for girls with details of the type and number of equipment and machinery installed therein.

(o) Organizations actually functioning in this school with the time devoted weekly to each ,i.e. Boy Scouts, Girl Guides, Junior Red Cross, Student Council, etc.

(p) Ex-pupils of the school under the age of 21 who are serving time in reformatories, jails, etc.

(q) Sex education - What, if any, instruction is attempted in this field and by whom?

C.A.F. Clark

C.A.F. Clark,
Educational Survey Officer.

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CANADA

DEPARTMENT OF CITIZENSHIP AND IMMIGRATION
INDIAN AFFAIRS BRANCH

FILE 1-1-1

(8)

Ottawa

April 5, 1950.

Memorandum:

Mr. HOLLAND
MR. DUCET
MAJOR GLADUE
MAJOR MACKAY
Mr. THACK

Residential School Principals' Annual Report

It is our intention to obtain in future an annual report from each Residential School Principal. This report will be sent out in May and will cover the period up to the end of each academic year.

I would appreciate receiving from you any suggestions with regard to the composition of this annual report. One item which I have been directed by Major MacKay to include is a statement of the qualifications of each teacher. He has in mind securing for the Minister the approximate cost to the Department of the payment of teachers' salaries by this Branch.

It is felt that this report should cover all phases of school activity and should be similar in some ways to that prepared by the Day School Teachers.

Bernard F. Neary,
Superintendent of Education.

1-1-1 (E)

April 15th, 1950.

Miss Ruth M. Park,
Educational Secretary,
The Imperial Order Daughters of the Empire,
182 Lowther Avenue,
Toronto 4, Ontario.

Dear Miss Park:

I have for answer your letter of April 7th which arrived during my absence at the Ontario Education Association meetings.

I met Mrs. New during my trip to Toronto and gave her full details of our library requirements. I have also sent her a list of the Indian Agencies in Ontario with the number of Indians in each Agency.

Yours sincerely,

Bernard F. Neary,
Supt. of Indian Education

BFN: T

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1-1-1

(F)

April 8, 1950.

D. McKay, Esq.,
Underwriting Division,
Blue Cross Plan for Hospital Care,
135 St. Clair Avenue West,
Toronto 5, Ontario.

Dear Mr. McKay:

I have for answer your letter of April 3 concerning Reverend Father Monge and Reverend Father Varenne of the Fort Frances Residential School.

Neither of these Priests is directly employed by this Department as they are both working at a residential school operated for the Department by the Roman Catholic Church.

Yours sincerely,

Bernard F. Neary,
Superintendent of Education.

BFN/EM

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OFFICERS
ONTARIO HOSPITAL ASSOCIATION
HONORARY PRESIDENT
[illegible] TORONTO
HONORARY VICE-PRESIDENT
MISS PEARL L MORRISON, TORONTO
PRESIDENT
W DOUGLAS PIERCEY, M D OTTAWA
PRESIDENT-ELECT
JOHN R MARSHALL, PETERBOROUGH
1ST VICE PRESIDENT
R J WEATHERILL ST CATHARINES
2ND VICE-PRESIDENT
REV SISTER LOUISE, TORONTO
3RD VICE-PRESIDENT
C N WEBER, KITCHENER
SECRETARY TREASURER AND
SECRETARY BLUE CROSS
BOARD OF ADMINISTRATION
[illegible] TORONTO
ASSOCIATE SECRETARY TREASURER
[illegible] TORONTO

Blue Cross
PLAN FOR HOSPITAL CARE
ONTARIO HOSPITAL ASSOCIATION

BLUE CROSS
BOARD OF ADMINISTRATION
[illegible]
OFFICERS
BLUE CROSS
[illegible]

TELEPHONE PRINCESS 3301
[illegible] TORONTO 5 ONTARIO

Underwriting -

April 3rd, 1950.

Colonel B. Neary,
Department of Indian Affairs,
Ottawa, Ontario.

Dear Colonel Neary:

We are in receipt of applications for enrolment in the Blue Cross Plan for Hospital Care on behalf of Reverend Father Monge and Reverend Father Varennes at the Indian Residential School, Fort Frances, Ontario.

Before we can accept these applications through the Dominion Government Group, it is essential that we ascertain that they are paid through the Central Treasury Office in Ottawa.

If the reverend gentlemen are paid as above will you please advise us their department number, paylist number and employee's number. If they are not paid through the Central Treasury Office, we will advise them further regarding enrolment.

Thank you for your co-operation.

Yours sincerely,

D. McKay,
Underwriting Division.

DM/c

THE ONLY APPROVED NON-PROFIT BLUE CROSS PLAN IN ONTARIO

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Copy for Mr. Neary

C O P Y

ER

ADDRESS REPLY TO
Water Resources Division

CANADA

QUOTE FILE 16

DEPARTMENT
OF
RESOURCES AND DEVELOPMENT
Development Services Branch

P.O. Box 365,
Halifax, N.S.,
April 6, 1950.

Norman Marr, Esq., Chief, Water Resources Division,
Department of Resources and Development, Ottawa.

We have an enquiry from a Miss E. Brown, Director, Junior Red Cross, 71 Morris Street, Halifax, for some information on Indian Schools in Nova Scotia. She would like a list of these schools, the grades taught in each, and the names of the persons in charge.

Will you oblige by transferring this enquiry to an officer of the Indian Affairs Branch who would send the local Red Cross the information requested.

"K.G. Chisholm"
District Engineer.

KGC:JJ

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DEPARTMENT

Water Resources Division

40654-W

RESOURCES AND DEVELOPMENT
Development Services Branch

3715

Ottawa, 11 April, 1950.

Dear Mr. Neary:

The attached copy of a letter from our District Engineer at Halifax, N.S., enquiring for information concerning Indian schools in Nova Scotia is forwarded for your attention please.

Yours very truly,

Norman Marr,
Chief.

Enclosure

Mr. B.F. Neary,
Superintendent, Education Service,
Indian Affairs Branch,
Department of Citizenship & Immigration,
220 Queen Street,
Ottawa, Ontario.

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1-1-1 (3)

, April 15,1950.

MEMORANDUM TO THE DIRECTOR:

Regional Inspectors of Indian Schools

Since our conversation of yesterday evening, I have just received a letter from Mr. Ostrander, our Regional Supervisor of Indian Agencies for Saskatchewan.

As a result of a letter sent to him by me, Mr. Ostrander has had each of his Superintendents submit a report on the various Day School teachers in their agencies. On the basis of these reports he is recommending the dismissal of eight teachers. I can best present his viewpoint by quoting from his letter as follows:-

"In each case the Indian Superintendent has given his frank opinion of the teacher, and in no case do I feel inclined to disagree with him. It is my opinion that the following teachers should be replaced at the beginning of the next term:

Absalom Halkett, Shoal Lake Indian Day School,
Mr. John L. Lowe, Red Earth Indian Day School,
Mrs. W.F. Donaghy, Sturgeon Lake Indian Day School,
Mrs. M. Burbridge, James Smith North Indian Day School,
Mr. James A. Gardner, Kinistino Indian Day School,
Mr. F.C. Monaghan, Poorman's Indian Day School,
Mr. Robert Hick, Day Star Indian Day School,
Mr. G.R.J. Chouinard, Meadow Lake Indian Day School

Consideration might also be given to replacing Mr. [illegible].F. Cavanaugh, at the St. Francis Indian Day School. Mr. Cavanaugh is doing fairly good work, but is quite aged, and is doing nothing but strictly classroom work.

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I believe that the time has been reached when we should discontinue employing aged teachers at Indian day schools. It is beginning to appear to me that Saskatchewan teachers are now realizing that salaries at Indian day schools are fairly good, and the number of applications from well qualified teachers is gradually increasing. However, there is also another increase which is not so promising, and that is the increase in the number of teachers who, having retired from Saskatchewan schools, on pension, try to get into our service. If they are too old to teach white schools they are certainly too old to teach Indian schools. It is time for us to start weeding out our presently employed aged teachers and to refuse to accept any more of them. In this connection I refer particularly to such cases as the case of Mrs. B.G. Eugenie Thomas, referred to in Department letter of March 17th, 1950, File 1-1-14 (3), who is applying for a teaching position, and such teachers as Miss Moore, Mrs. Stewart, Mr. Donaghy, Mrs. Burbridge, Mr. Cavanaugh, Mr. Gardner, Mr. Monaghan, and Mr. Wick, to mention some of them. We need teachers with their careers in front of them, rather than behind them. This fact is especially emphasized at this time because of the fact that our teachers, if young and well qualified, can become permanent Civil Servants, making a career of their work, and having a substantial superannuation at the end. There is also the other important factor which must be considered, and that is the fact that most of these teachers who have retired from Provincial schools have done so because they were too old to want to, or be able to, comply with new and improved teaching methods. They come to our service hoping that we are so old fashioned that we won't ask them to change their methods. If there is any one thing needed more than any other thing in our Indian education, it is a willingness to continually change for the better.

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It is very difficult for elderly people to change, at least they do not, whether we hope they will, or not."

When you are discussing this matter with the Deputy Minister I feel that Mr. Ostrander's views should be presented to him.

It is very difficult for the Department to decide in each of these eight cases as some of the teachers may be doing good work in the classroom but not impressing the Indian Superintendents in other ways. Naturally, our Indian Superintendents are not professional educators and are not qualified to report upon the teaching efficiency of these various teachers. This places me in a difficult predicament in that we have only non-committal Provincial School Inspectors' reports on most of these teachers. I need a frank report from one of my own School Inspectors so that a proper decision can be reached on the proposed replacement of each of these eight teachers.

We are now employing 478 teachers in this Division, and with no adequate supervision system, it is becoming increasingly difficult to maintain the efficiency of our educational system. The need for these Regional Inspectors is so apparent that even the Civil Service Commission Investigator has recommended the establishment of such positions.

Bernard F. Neary,
Superintendent of Education.

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"B.F." SLIP

"B.F."

FOR

Date April 15/--

Initials (E)

P. 3570

1-1-1

(E)

April 11, 1950.

Mr. H. G. Wedge,
Suite #86,
Community Apartments,
Saskatoon, Sask.

Dear Mr. Wedge:

I have for acknowledgment your letter of March 27, 1950. Unfortunately, we cannot provide the answers to the questions posed by you, in detail. Our records have never shown the number of pupils enrolled in schools operated by the various denominations.

I have one of our clerks checking the other questions and a reply will be forwarded to you in mid-April.

Sincerely yours,

Bernard F. Neary,
Superintendent of Education.

BFN/EM

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Indian Affairs. (RG 10, Volume 6002, File 1-1-1, part 8)
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H. G. Wedge,
Suite # 86,
Community Apts.,
Saskatoon, Sask.

March 27, 1950.

Lt.-Col. B. F. Neary,
Superintendent of Welfare and Training,
Indian Affairs Branch,
Dept. Of Interior,
Government of Canada,
OTTAWA.

Dear Sir:

I am presently engaged in gathering material for a dissertation on audio-visual education in Canada. For use in this project I would appreciate your sending me a copy of your current annual report on education of Indians in Canada.

I am enclosing an informational outline form which I would be grateful to have filled out and returned to the above address. Such information will be of real value in my study which is under the direction of the School of Education of Indiana University.

Thank you in advance for your service and co-operation.

Very truly yours,

H. G. Wedge.

H. G. Wedge.

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QUESTIONNAIRE COMPLETION FORM.

r -- Survey of use of film materials by government departments (and provincial dept's. of education) in Canada. ((please insert data in space provided. where actual statistics are not available, please use estimated figures and indicate as such)).

Department: .....

Number of pupils enrolled; Elementary- .....
High school-.....

Number of pupils enrolled in schools operated by --
a). Roman Catholic church: .....
b). Anglican church : .....
c). Other denominations: .....

Number of schools: Day: .....
Boarding: .....
Total, all types: .....

Number of rooms in operation: Elementary: .....
High school; .....
Total, all rooms: .....

	Total Budget for Indian Education.	"	Total budget for Audio-Visual Education Branch.
1944-45	.....	"	.....
1945-46	.....	"	.....
1946-47	.....	"	.....
1947-48	.....	"	.....
1948-49	.....	"	.....
1949-50	.....	"	.....

Educational cost per pupil in Average Daily Attendance (1949-50): .....

Proposed educational expenditure, 1950-51 : .....

Proposed expenditure for audio-visual education, 1950-51 : .....

* If any of the above information is not available, would you kindly write below the most suitable authority to contact for such. --

---

Thank you kindly for your time and service.

Truly yours,
H. G. Wedge
H. G. Wedge,
Suite # 85, Community Apts.,
Saskatoon, Sask.

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KODAK SAFETY ▲ FILM ✦●

PA

1-1-1

150-59 (E)

April 14, 1950.

MEMORANDUM TO THE DIRECTOR

ONTARIO EDUCATIONAL ASSOCIATION MEETING -
APRIL 10, 11 and 12.

As requested by our previous Deputy Minister, I am pleased to submit the following report on my attendance at the above meeting:

1. Ontario School Inspectors' Association

This meeting took place on Monday April 10 and as usual, the officials from this Branch were made welcome to these meetings which are restricted otherwise to Ontario school inspectors. The main discussions were on the new curriculum for grades 7, 8 and 9. Reports were received from the various committees which had been established for each subject of the course of study. There was heated discussion from the floor concerning the revised curriculum and we were able to get valuable advanced information concerning the changes in the Ontario course of study.

At the annual luncheon of the Ontario School Inspectors' Association we were very pleased with the reception given to the choir from the Six Nations No. 2 Indian Day School. There were only 8 girls in this group but they performed most admirably under the direction of their teacher, Miss Jamieson. We received many personal compliments from the school inspectors after the luncheon concerning the fine singing of these Indian girls.

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2. Education Association Lectures

The three outstanding lectures were given by Dr. A. S. Artley of the University of Missouri, Sir Alfred Zimmern of Oxford University and the Honourable Dana Porter, Minister of Education for Ontario.

Dr. Artley is a specialist in the teaching of the language arts and his two lectures on "Helping Children Become Independent in Word Attack" and "Vocabulary Development" were most applicable to our Indian schools. I was able to obtain valuable notes and will later write an article for our Indian School Bulletin on the information thus received.

Sir Alfred Zimmern's lecture was on "Education for Life in the Atomic Age". His address was given before several thousand people and was an outstanding example of the ability of a trained lecturer to hold the attention of even a large audience. His philosophy of education is exemplary for all teachers in a democracy and his lecture left a vivid impression of the importance of the work of the teacher.

The Honourable Mr. Porter's address was concerned with the new curriculum for Ontario.

I also attended other lectures on social studies in the primary grades and on rhythmical activities in the junior grades.

3. Meetings with Officials of the Ontario Department of Education.

As every school inspector is required to attend this meeting, I was naturally able to solve many problems with regard to our many Indian day schools in this province. Their co-operation is always most keenly appreciated and much correspondence can be avoided by this annual meeting.

I attended a meeting with Dr. Brown, the Registrar of Teachers, and Mr. Kilborn, the Superintendent of Professional Training. At the present time, teachers in Ontario can obtain teaching certificates after two years of teaching, two good

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inspector's reports and two professional summer schools. However, such teachers are required to sign a statement certifying that they will teach for at least one year in a provincial school after obtaining such a certificate.

I was able to gain a valuable concession from this regulation and in future our Indian school teachers will be able to obtain certificates without signing such a declaration. As I have at least five teachers in this predicament now, I feel that this effort was indeed worth while.

I also met Dr. Cannon, the Superintendent of Elementary Education, concerning joint schools in the northern part of the province, and Mr. J. C. Walsh, concerning future plans for joint schools.

4. Meetings with Officials of Church Denominations

I met Dr. Dorey and Mrs. Loveys on Wednesday April 12 and will submit separate reports concerning the various schools and problems which were discussed.

Unfortunately, the Secretary of the Women's Missionary Society of the Presbyterian Church was absent from Toronto on holidays and I was unable to meet her, as I usually do.

Bernard F. Neary,
Superintendent of Education.

BFN/EM

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Phone. ME. 1029

129 JAMESON AVE.
TORONTO 3.
ONTARIO.

27th Feb. '60.

Dear Mr. Neary

I have just discovered — that you are a friend of Dr. Gaitskell's (I taught Indian Craft on her Summer course for teachers two years ago) so I phoned him today, to enquire whether you ever had headquarters in Toronto. He said not but that you did come to Toronto occasionally & suggested I should write & ask whether you might care to see me & would perhaps very kindly let me know when you would be in Toronto.

I came to Canada ten years ago to study Indians, I married a treaty Indian & am a member of Lake Nipissing Reserve (where I lived 8 years) N. I put a brief in re Report Manpower Commission re Indiancraft.

At present I am collecting information for a Who's who of talented Indians which I hope to reproduce in mimeograph

POOR COPY

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copies later - under the heading of each province will be lists of Indians talented in crafts, painting, writers, leadership, wood craft, potters singers etc - a list Indian organizations & a list of white people actively - interested in Indians.

This would provide some centralization by which both Indians & whites could hear of talented Indians & contact them.

I am doing this as much as possible directly for the Indians as Marie Smallface wrote to writers & artists & it in 'Native Voice'

I am also collecting paintings by Indians - that is if they care to send them to me - for exhibition - a Regina artist would like to show them at his summer camp.

I am greatly interested in Indian affairs in general & would like the subject which I could greatly appreciate the opportunity of discussing with you. Various Indians have suggested that I contact you - the whole subject is so

POOR COPY

Thanks for letters. I have already had a
word with Mr. Hoshes. but of course
is out, does enough.

yours sincerely,
Cecelia Cameron

please kindly return my enclosures.
news cuttings. 2 photos

I have made recordings for the B.B.C.
commonwealth & overseas programmes
on present day Canadian Indians.

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POOR
COPY

ra.

1-1-1 (E)

, March 7, 1950.

Dear Mrs. Commanda:

I have for answer your letter of February 27 and while I may not be going to Toronto myself, here is a possibility of Mr. I. Eisenhardt our Supervisor of Physical Education and Recreation may be there in April.

I am passing to him your letter and clippings so that he can write to you when the date has been settled for his visit there.

Yours sincerely,

Bernard F. Neary,
Supt. of Indian Education.

Mrs. Gisella Commanda,
129 Jameson Ave.,
Toronto 3, Ont.,

LFK/HM

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1-1-1

ONTARIO
DEPARTMENT OF EDUCATION

Toronto 2, April 14, 1950.

1745

Mr. D. M. MacKay,
Director, Indian Affairs Branch,
Department of Mines and Resources,
Ottawa, Ontario.

Dear Sir,

Will you be good enough to inform me of the most reliable sources of information in regard to education for Indians, particularly in Ontario, and to forward any official pamphlets dealing with the question.

Yours truly,

G. N. Bramfield

Historiographer.

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1-1-1 (E)

, April 27, 1950.

Dear Sir:

I have for answer your letter of April 14th and regret to advise you that there is very little information available in printed form upon the education of Indians in Ontario.

I am arranging to send you some of our annual reports but we do not have anything on the history of Indian education either in Ontario or in Canada. We are trying to interest graduate University students to consider such topics for their dissertations for the Ph. D. Degree.

We have all the old annual reports of the Department going back to Confederation and there is a wealth of material for such work.

Sincerely yours,

Bernard F. Neary,
Supt. of Indian Education.

BFN. HM

Mr. G.N. Bramfitt,
Historiographer,
Dept. of Education,
Toronto 2, Ont.,

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1-1-1 (E6)

, May 3, 1950.

Dear Mr. Marr:

Referring to your letter of April 11th, file No. 40654-W, I am forwarding you a statement showing the schools in Nova Scotia as requested by Miss E. Brown, Director, Junior Red Cross, Halifax, N.S.

Yours sincerely,

Philip Phelan,
Chief, Education Division.

Mr. Norman Marr,
Chief, Water Resources Division,
Dept. of Resources & Development,
Ottawa.

Encl:

PPN/HM

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INDIAN DAY AND RESIDENTIAL SCHOOLS IN NOVA SCOTIA

		I	II	III	IV	V	VI	VII	VIII	IX
Eskasoni Rev. A.R. Ross Principal	37	30	33	21	8	14	1	4	3	
Indian Cove Miss G. McGirr	7	4	3	5	-	4	2	-	-	
Middle River Mrs. M.M.MacDonald	21	5	6	3	2	-	-	-	-	
Millbrook Miss J.M. Forbes	7	5	10	1	3	5	4	2	-	
Salmon River Miss H. Bissett	15	4	4	5	-	-	1	-	-	
Shubenacadie (Day) Sister Eleanor Marie	22	15	24	21	13	9	2	-	6	
Sydney Miss C. Gallagher	17	5	8	1	-	4	-	-	-	
Shubenacadie (Res). Rev. J. Mackey (Principal)	49	13	33	23	23	13	8	4	-	

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Indian Affairs. (RG 10, Volume 6002, File 1-1-1, part 8)
School Files

1-1-1

April 14, 1950.

Mrs. Ryland H. New,
Lakeshore East,
Oakville, Ontario.

Dear Mrs. New:

As I discussed with you in Toronto, I am attaching the list of Indian agencies in Ontario with the populations of the Indians as shown in our 1944 census. You will note that there are 32,421 Indians in Ontario.

The total population of Indians in Canada is now over 125,000 and the next province to Ontario in the number of Indians in population is British Columbia with 25,515.

Unfortunately, it will take a few days to break down the schools by agencies as we do not readily have such statistics. However, I know you are anxious to obtain the number of Indians by agencies and I am therefore sending you this information immediately.

Yours sincerely,

Bernard F. Neary,
Superintendent of Education.

Encl.

BFN/EM

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School Files

CENSUS OF INDIANS IN PROVINCE OF ONTARIO

AGENCY	Total Number of Indians
Abitibi	70
Cape Croker	470
Caradoc	2,039
Chapleau	956
Christian Island	342
Fort Frances	955
Georgina Island	157
Golden Lake	202
James Bay	1,984
Kenora	1,123
Savanne	480
Manitoulin	2,539
Moravian	314
Nipissing	1,134
Parry Sound	750
Port Arthur	2,005
Rama	349
Rice Lake	600
Sarnia	728
Saugeen	482
Sault Ste. Marie	1,622.
Seugog	38
Sioux Lookout	4,634
Six Nations	5,833
Temiskaming	21
Tyendinaga	1,757
Walpole Island	837
Total -	32,421

Indian Affairs. (RG 10, Volume 6002, File 1-1-1, part 8)
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Copy for 1-1-1 ←

1-1-3( )

May 5, 1950.

Mr. R.A. Davis,
Regional Supervisor of Indian Agencies,
537 Dominion Public Bldg.,
Winnipeg, Manitoba.

Indian Children Attending Provincial Schools
Ref. your 217/25-8 of February 25

Please find attached a summary of Indian children from Manitoba Agencies attending Provincial or Private schools.

May we draw your attention to the following points:-

1. All of the 104 children listed attend Manitoba Provincial Schools.

2. Not shown on the list are three children from the Fort Frances Agency who attend a Manitoba Provincial School.

3. No return was received from Ian Agency. The information shown on the list was obtained from the tuition file.

4. This summary differs from the table given in the Annual Report in that the latter shows the total of Indian children attending Provincial or Private Schools in Manitoba regardless of the Agency to which the child belongs.

Bernard A. Henry,
Superintendent of Education.

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School Files

Indian Affairs. (RG 10, Volume 6002, File 1-1-1, part 8)
School Files

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CANADA

Copy for 1-1-1 ← [illegible]

[illegible]

May 5, [illegible].

Mr. L.L. Arneil,
Indian Commissioner for B.C.,
P.O. Box 70,
Vancouver, B.C.

I [illegible] 1-1-1
re. your 0-11-1 of Febru[illegible]

Please find attached a summary of Indian children from British Columbia Agencies attending provincial or private schools.

May we draw your attention to the following points:-

1. Of the total of 583 children from British Columbia Agencies all attend schools in British Columbia except a total of six from Fort St. John Agency and three from Lytton Agency who attend schools in the Province of Alberta.

3. Not shown on the list are three children from Yukon Agency who attend Provincial Schools in British Columbia.

4. No returns were received for Nicola and Lytton Agencies. The figures shown were obtained from information on our tuition files.

5. This summary differs from the table given in the Annual Report in that the latter shows the total of Indian children attending Provincial or private schools in British Columbia regardless of the Agency to which the child belongs.

Bernard F. Neary,
Superintendent of Education.

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Indian Affairs. (RG 10, Volume 6002, File 1-1-1, part 8)
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	ELEMENTARY SCHOOL									HIGH SCHOOL				UNIVERSITY					
	I	II	III	IV	V	VI	VII	VIII	IX	I	II	III	IV	I	II	III	IV	V	
[illegible]	1	7	6	7	1	3	3	1				1							36
[illegible]						2				1							2	2	
[illegible]						2													
[illegible]						3						3							
[illegible]	1		7																31
[illegible]	1	1				1											1		6
[illegible]		7		7		7													
[illegible]																		3	3
[illegible]																			
[illegible]	16	3																	
[illegible]																			
[illegible]	15	7																	
[illegible]	3	1																	
[illegible]	5																1		
[illegible]	11																		
[illegible]																			
[illegible]																	1		
[illegible]																			

Indian Affairs. (RG 10, Volume 6002, File 1-1-1, part 8)
School Files

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CANADA

Province	Number of Schools	Number on Roll Boys	Girls	Total	Average Attendance	Percentage of Attendance	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII
DAY SCHOOLS												**GRADES**						
P.E.I.	1	24	22	46	38.29	83.24	19	8	5	2	-	7	3	1	1	-	-	-
N.S.	7	216	210	426	384.23	90.19	126	68	88	57	26	36	10	6	9	-	-	-
N.B.	9	196	201	397	339.50	85.52	126	66	49	50	47	19	20	20	-	-	-	-
P.Q.	31	894	975	1869	1665.25	89.10	660	322	257	202	165	126	88	41	8	-	-	-
Ont.	90	1770	2001	3771	3224.18	85.50	1205	540	520	417	397	312	176	192	7	2	3	-
Man.	54	1013	1073	2086	1672.85	80.19	1026	346	317	168	115	90	43	18	3	-	-	-
Sask.	41	684	649	1333	1128.34	84.65	550	228	194	131	111	62	34	16	7	-	-	-
Alta.	16	377	362	739	676.58	91.55	323	130	83	40	72	42	28	15	4	1	-	1
B.C.	8	202	190	392	323.75	82.59	187	57	52	31	21	21	10	6	3	2	1	1
Y.T.	65	1321	1383	2704	2342.41	86.63	1073	515	378	262	238	120	71	46	1	-	-	-
	7	98	125	223	174.28	78.15	100	48	40	19	9	4	2	1	-	-	-	-
Total- Day Schools	329	6795	7191	13986	11969.66	85.58	5395	2328	1983	1379	1201	799	485	362	43	5	4	2
COMBINED SCHOOLS - WHITE AND INDIAN																		
P.Q.	1	7	8	15	6.08	40.53	3	5	3	3	1	-	-	-	-	-	-	-
Ont.	3	35	31	66	60.57	91.77	15	8	14	3	6	5	7	-	4	4	-	-
Man.	1	8	18	26	23.69	91.12	16	-	6	-	2	2	-	-	-	-	-	-
Total- Combined White and Indian	5	50	57	107	90.34	84.43	34	13	23	6	9	7	7	-	4	4	-	-

Indian Affairs. (RG 10, Volume 6002, File 1-1-1, part 8)
School Files

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CANADA

SCHOOL ENROLMENT

STATEMENT SHOWING ENROLMENT BY AGE-GROUPS IN THE DIFFERENT CLASSES FOR THE [illegible] YEAR ENDED March 31, 1950.

RESIDENTIAL SCHOOLS

Province	Number of Schools	Denominations: Church of England	Presbyterian	Roman Catholic	United Church	Number on Roll: Boys	Girls	Total	Average Attendance	Percentage of Attendance	GRADES: I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII
N.S.	1	-	-	1	-	82	84	166	164.49	99.09	49	13	33	23	23	13	8	4	-	-	-	-
P.E.	2	1	-	1	-	32	41	73	71.00	97.26	28	21	9	9	-	6	-	-	-	-	-	-
Ont.	11	4	1	6	-	771	790	1561	1423.45	91.19	688	196	207	165	131	100	79	69	80	15	23	8
Man.	8	1	1	4	2	472	624	1096	999.59	91.20	329	142	157	144	102	70	72	35	45	-	-	-
Sask.	12	2	-	8	2	872	1024	1896	1797.70	94.82	607	275	230	237	208	159	110	44	25	1	-	-
Alta.	18	5	-	11	2	957	1079	2036	1851.07	89.93	596	319	297	306	201	162	103	35	14	3	-	-
N.W.T.	4	1	-	3	-	110	149	259	226.38	86.63	116	41	29	27	20	21	5	-	-	-	-	-
B.C.	12	2	-	9	1	1049	1133	2182	2039.59	93.47	539	333	318	240	251	202	134	72	72	9	11	1
Y.T.	1	1	-	-	-	17	30	47	41.79	88.91	18	5	8	4	6	2	2	2	-	-	-	-
Total Residential Schools	69	17	2	43	7	4362	4954	9316	8593.06	92.24	2770	1345	1288	1155	942	735	513	261	436	28	34	9

Indian Affairs. (RG 10, Volume 6002, File 1-1-1, part 8)
School Files

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CANADA

TABLE 4

SUMMARY OF SCHOOL STATISTICS

Province	Classes of Schools: Day	Residential	Combined	Total Number of Schools	Boys	Girls	Total	Average Attendance	Percentage of Attendance	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII
P.E.I.	1	-	-	1	24	22	46	38.29	83.24	19	8	5	2	-	7	3	1	1	-	-	-
N.S.	7	1	-	8	298	294	592	548.72	92.69	175	81	121	80	49	49	18	10	9	-	-	-
N.B.	9	-	-	9	196	201	397	339.50	85.52	126	66	49	50	47	19	20	20	-	-	-	-
P.Q.	31	2	1	34	933	1024	1957	1742.33	89.03	691	48	269	214	166	132	88	41	8	-	-	-
Ont.	90	11	3	104	2576	2822	5398	4708.20	87.22	1708	744	741	585	534	417	262	261	91	21	26	8
Man.	54	8	1	63	1493	1715	3208	2696.13	84.04	1371	488	480	312	219	122	115	53	48	-	-	-
Sask.	41	12	-	53	1556	1673	3229	2926.04	90.62	1157	503	424	368	319	221	144	60	32	1	-	-
Alta.	16	18	-	34	1334	1441	2775	2507.65	90.40	919	449	380	346	273	204	131	50	18	4	-	1
N.W.T.	8	4	-	12	312	339	651	548.13	84.20	303	98	81	58	41	42	15	6	3	2	1	1
B.C.	65	12	-	77	2370	2516	4886	4382.00	89.68	1612	848	696	502	489	322	205	118	73	9	11	1
Y.T.	7	1	-	8	115	155	270	16.07	80.03	118	53	48	23	15	6	4	3	-	-	-	-
	329	69	5	403	11207	12202	23409	20653.06	88.23	8199	3686	3294	2540	2152	1541	1005	623	283	37	38	11

Indian Affairs. (RG 10, Volume 6002, File 1-1-1, part 8)
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CANADA

Province	Number of Schools	Number on Roll Boys	Girls	Total	Average Attendance	Percentage of Attendance	GRADES I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII
						DAY SCHOOLS												
P.E.I.	1	24	22	46	38.29	83.24	19	8	5	2	-	7	3	1	1	-	-	-
N.S.	7	216	210	426	384.23	90.19	126	68	88	57	26	36	10	6	9	-	-	-
N.B.	9	196	201	397	339.50	85.52	126	66	49	50	47	19	20	20	-	-	-	-
P.Q.	31	894	975	1869	1665.25	89.10	660	322	257	202	165	126	88	41	[illegible]	-	-	-
Ont.	90	1770	2001	3771	3224.18	85.50	1205	540	520	417	397	312	176	192	7	2	3	-
Man.	54	1013	1073	2086	1672.85	80.19	1026	346	317	168	115	50	43	18	3	-	-	-
Sask.	41	684	649	1333	1128.34	84.65	550	228	194	131	111	62	34	16	7	-	-	-
Alta.	16	377	362	739	676.58	91.55	323	130	83	40	72	42	28	15	4	1	-	1
N.W.T.	8	202	190	392	323.75	82.59	147	57	52	31	21	21	10	6	3	2	1	1
B.C.	65	1321	1383	2704	2342.41	86.63	1073	515	378	262	238	120	71	46	1	-	-	-
Y.T.	7	98	125	223	174.28	78.15	100	48	40	19	9	4	2	1	-	-	-	-
Total - Day Schools	329	6795	7191	13986	11969.66	85.58	5395	2328	1983	1379	1201	799	485	362	43	5	4	2
						COMBINED SCHOOLS - WHITE AND INDIAN												
P.Q.	1	7	8	15	6.08	40.53	3	5	3	3	1	-	-	-	-	-	-	-
Ont.	3	35	31	66	60.57	91.77	15	8	14	3	6	5	7	-	4	4	-	-
Man.	1	8	18	26	23.69	91.12	19	-	6	-	2	2	-	-	-	-	-	-
Total - Combined White and Indian	5	50	57	107	90.34	84.43	34	13	23	6	9	7	7	-	4	4	-	-

Indian Affairs. (RG 10, Volume 6002, File 1-1-1, part 8)
School Files

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CANADA

Statement Showing Enrolment by Provinces in the Different Classes for the Calendar Year ... 31, 19..

Province	Number of Schools	Number of Boarding Houses	Number of Day Schools	Roman Catholic	Protestant Church	Boys	Girls	Total	Average Attendance	Percentage of Attendance	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII
N.S.	2	-	-	1	-	92	84	166	1[illegible].19	99.09	49	1	33	23	23	13	8	4	-	-	-	-
P.E.	2	1	-	1	-	35	41	73	[illegible]	[illegible]	[illegible]	21	9	9	-	6	-	-	-	-	-	-
Ont.	11	4	1	6	-	771	7[illegible]	1[illegible]1	14[illegible].14	[illegible].1	[illegible]	196	[illegible]07	1[illegible]	131	100	[illegible]9	[illegible]9	[illegible]	15	23	8
Man.	[illegible]	1	1	[illegible]	2	4,2[illegible]	[illegible]24	1[illegible]	[illegible]9.59	[illegible].[illegible]	[illegible]	[illegible]4[illegible]	1[illegible]7	1[illegible]4	10[illegible]	[illegible]	[illegible]7	[illegible]	[illegible]	-	-	-
Sask.	12	2	-	[illegible]	2	[illegible]	10[illegible]4	1[illegible]9	17[illegible].70	9[illegible].2	[illegible]7	[illegible]	[illegible]3[illegible]	[illegible]2[illegible]	[illegible]	1[illegible]	11[illegible]	44	[illegible]5	1	-	-
Alta.	1[illegible]	[illegible]	-	11	2	9[illegible]7	1[illegible]	[illegible]20	36[illegible]	1[illegible].7	[illegible].93	[illegible]	[illegible]19	[illegible]7	3[illegible]	[illegible]1	10[illegible]	10[illegible]	[illegible]2	14	[illegible]	-	-
N.W.T.	4	1	-	3	-	11[illegible]	149	[illegible]99	22[illegible].18	8[illegible].3	116	41	29	[illegible]7	[illegible]0	[illegible]1	5	-	-	-	-	-	-
B.C.	12	2	-	9	1	1[illegible]49	1133	[illegible]182	20[illegible]39.59	9[illegible].47	539	333	318	[illegible]40	211	202	134	72	72	9	11	1
Y.T.	1	1	-	-	-	17	[illegible]0	[illegible]47	[illegible]2[illegible]7	[illegible]0.61	1			1	[illegible]4	[illegible]2	[illegible]2	[illegible]2	-	-	-	-
Totals best of total schools	69	17	[illegible]2	[illegible]4[illegible]	7	[illegible]2[illegible]	[illegible]1[illegible]5	[illegible]9[illegible]16	[illegible]4[illegible].06	[illegible]9[illegible].2	[illegible]27[illegible]0	1[illegible]1[illegible]	1[illegible]7[illegible]9	1155	[illegible]94[illegible]0	735	513	261	[illegible]16	[illegible]8	[illegible]4	9

Indian Affairs. (RG 10, Volume 6002, File 1-1-1, part 8)
School Files

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CANADA

TABLE # 4

Province	Classes of Schools: Day	Classes of Schools: Resi-dential	Classes of Schools: Com-bined	Total Number of Schools	Number on Roll: Boys	Number on Roll: Girls	Number on Roll: Total	Average Attend-ance	Percent-age of Attend-ance	GRADES: I	II	III	IV	V	VI	VII	VIII	I	X	XI	XII
P.E.I.	1	-	-	1	24	22	46	38.79	83.24	19	8	5	2	- 7	7	3	1	1	-	-	-
N.S.	7	1	-	8	298	294	592	548.72	92.69	175	81	121	80	49	49	18	10	9	-	-	-
N.B.	9	-	-	9	196	201	397	339.50	85.50	120	66	49	50	47	19	20	20	-	-	-	-
P.Q.	31	2	1	34	913	1024	1957	1742.33	89.03	691	48	269	214	166	132	88	41	8	-	-	-
Ont.	90	11	1	102	[illegible]	[illegible]	[illegible]	[illegible]	87.22	1708	744	741	585	534	417	262	271	91	71	26	8
[illegible]	54	[illegible]	1	[illegible]	[illegible]	1715	[illegible]	3696.13	84.04	1471	478	480	312	219	132	115	[illegible]	48	-	-	-
Sask.	41	17	-	[illegible]	1456	1671	3089	2926.04	90.62	1157	503	424	368	319	221	144	60	33	1	-	-
Alta.	16	2	-	[illegible]	1134	1141	[illegible]	2507.65	90.40	919	449	380	346	273	204	111	90	1	4	-	1
B.C.	8	4	-	12	312	339	651	54 .13	84.20	303	98	81	58	41	42	15	6	3	2	1	1
Y.T.	65	12	-	77	2270	2516	4786	4382.00	89.63	1612	148	696	502	409	322	205	11	73	7	11	1
N.W.	[illegible]	1	-	8	112	155	267	16.62	6.0	11	[illegible]	[illegible]	[illegible]	14	6	4	2	-	-	-	-
Totals -	329	69	-	40	11[illegible]7	1[illegible]02	[illegible]09	[illegible]3.00	[illegible].23	[illegible]96	36	6	394	[illegible]40	[illegible]1	[illegible]41	1065	[illegible]	[illegible]	37	38	11

Indian Affairs. (RG 10, Volume 6002, File 1-1-1, part 8)
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TABLE # 4

SUMMARY OF SCHOOL STATEMENT

Province	Classes of Schools: Day	Residential	Combined	Total Number of Schools	Boys	Girls	Total	Average Attendance	Percentage of Attendance	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII
P.E.I.	1	-	-	1	24	22	46	38.29	83.24	19	8	5	2	-	7	3	1	1	-	-	-
N.S.	7	1	-	8	298	294	592	548.72	92.69	175	81	121	80	49	49	18	10	9	-	-	-
N.B.	9	-	-	9	196	201	397	339.50	85.52	126	66	49	50	47	19	20	20	-	-	-	-
P.Q.	31	2	1	34	933	1024	1957	1742.33	89.03	691	48	269	214	166	132	88	41	8	-	-	-
Ont.	90	11	3	104	2576	2822	5398	4708.20	87.22	1708	744	741	585	534	417	262	261	91	21	26	8
Man.	54	8	1	63	1493	1715	3208	2696.13	84.04	1371	488	480	312	219	122	115	53	48	-	-	-
Sask.	41	12	-	53	1556	1673	3229	2926.04	90.62	1157	503	424	368	319	221	144	60	32	1	-	-
Alta.	16	18	-	34	1334	1441	2775	2507.65	90.40	919	449	380	346	273	204	131	50	18	4	-	1
N.W.T.	8	4	-	12	312	339	651	548.13	84.20	303	98	81	58	41	42	15	6	3	2	1	1
B.C.	65	12	-	77	2370	2516	4886	4382.00	89.68	1612	848	696	502	489	322	205	118	73	9	11	1
Y.T.	7	1	-	8	115	155	270	16.07	80.03	118	53	48	23	15	6	4	3	-	-	-	-
	329	69	5	403	11207	12202	23409	20653.06	88.23	8199	3686	3294	2540	2152	1541	1005	623	283	37	38	11

Indian Affairs. (RG 10, Volume 6002, File 1-1-1, part 8)
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CANADA

TABLE 4

SUMMARY OF SCHOOL STATISTICS

Province	Classes of Schools: Day	Residential	Combined	Total Number of Schools	Boys	Girls	Total	Average Attendance	Percentage of Attendance	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII
P.E.I.	1	-	-	1	24	22	46	38.29	83.24	19	8	5	2	-	7	3	1	1	-	-	-
N.S.	7	1	-	8	298	294	592	548.72	92.69	175	81	121	80	49	49	18	10	9	-	-	-
N.B.	9	-	-	9	196	201	397	339.50	85.52	126	66	49	50	47	19	20	20	-	-	-	-
P.Q.	31	2	1	34	933	1024	1957	1742.33	89.03	691	48	269	214	166	132	88	41	8	-	-	-
Ont.	90	11	3	104	2576	2822	5398	4708.20	87.22	1708	744	741	585	534	417	262	261	91	21	26	8
Man.	54	8	1	63	1493	1715	3208	2696.13	84.04	1371	488	480	312	219	142	115	53	48	-	-	-
Sask.	41	12	-	53	1556	1673	3229	2926.04	90.62	1157	543	426	368	319	221	144	60	32	1	-	-
Alta.	16	18	-	34	1334	1441	2775	2507.65	90.40	919	449	380	346	273	204	131	50	18	4	-	1
N.W.T.	8	4	-	12	312	339	651	548.13	84.20	303	98	81	56	41	42	15	6	3	2	1	1
B.C.	65	12	-	77	2370	2516	4886	4382.00	89.68	1612	868	696	502	489	322	205	118	73	9	11	1
Y.T.	7	1	-	8	115	155	270	16.07	80.03	118	53	48	23	15	6	4	3	-	-	-	-
	329	69	5	403	11207	12202	23409	20853.06	88.23	8199	3636	3296	2540	2152	1541	1005	623	283	37	38	11

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TABLE I 6

SUMMARY OF SCHOOL STATISTICS

Province	Classes of Schools: Day	Residential	Combined	Total Number of Schools	Pupils: Boys	Girls	Total	Average Attendance	Percentage of Attendance	Pupils in Each Grade: I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII
P.E.I.	1	-	-	1	24	22	46	38.29	83.24	19	8	5	2	-	7	3	1	1	-	-	-
N.S.	7	1	-	8	298	294	592	548.72	92.69	175	81	121	80	49	49	18	10	9	-	-	-
N.B.	9	-	-	9	196	201	397	339.90	85.52	126	66	49	9[illegible]	47	19	20	20	-	-	-	-
P.[illegible]	31	2	1	34	933	1024	1957	1742.33	89.03	691	48	209	214	166	132	88	41	8	-	-	-
Ont.	90	11	3	104	2576	2822	5398	4708.20	87.22	1708	744	741	565	534	417	262	261	91	21	26	8
Man.	54	8	1	63	1493	1715	3208	2696.13	84.04	1371	488	4[illegible]	312	219	122	115	53	48	-	-	-
Sask.	41	12	-	53	1556	1673	3229	2926.04	90.62	1157	543	424	368	319	221	144	60	32	1	-	-
Alta.	16	18	-	34	1334	1441	2775	2507.65	90.40	919	449	380	346	273	204	131	50	18	4	-	1
N.W.T.	8	4	-	12	312	339	651	568.13	84.20	303	98	81	57	41	42	15	6	3	2	1	1
B.C.	65	12	-	77	2370	2516	4886	4382.00	89.68	1612	868	696	5[illegible]	489	322	205	118	73	9	11	1
Y.T.	7	1	-	8	115	155	270	16.07	80.[illegible]	118	53	4[illegible]	-3	15	6	4	3	-	-	-	-
	329	69	5	403	11207	12202	23409	20653.00	88.[illegible]3	8199	3676	3[illegible]6	-5[illegible]	4152	1521	1005	623	283	37	38	11

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SCHOOL STATEMENT

STATEMENT SHOWING ENROLMENT BY PROVINCES IN THE DIFFERENT CLASSES FOR THE FISCAL YEAR ENDED MARCH 31, 1950.

RESIDENTIAL SCHOOLS

Province	Number of Schools	Denominations: Church of England	Presbyterian	Roman Catholic	United Church	Number on Roll: Boys	Girls	Total	Average Attendance	Percentage of Attendance	GRADES: I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII
N.S.	1	-	-	1	-	82	84	166	164.49	99.09	49	13	33	23	23	13	8	4	-	-	-	-
P.Q.	2	1	-	1	-	32	41	73	71.00	97.26	28	21	9	9	-	6	-	-	-	-	-	-
Ont.	11	4	1	6	-	771	790	1561	1423.45	91.19	488	196	207	165	131	100	79	69	80	15	23	8
Man.	8	1	1	4	2	472	624	1096	999.59	91.20	329	142	157	144	102	70	72	35	45	-	-	-
Sask.	12	2	-	8	2	872	1024	1896	1797.70	94.82	607	275	230	237	208	159	110	44	25	1	-	-
Alta.	18	5	-	11	2	957	1079	2036	1831.07	89.93	596	319	297	306	201	162	103	35	14	3	-	-
N.W.T.	4	1	-	3	-	110	149	259	224.38	86.63	116	41	29	27	20	21	5	-	-	-	-	-
B.C.	12	2	-	9	1	1049	1133	2182	2039.59	93.47	539	333	318	240	251	202	134	72	72	9	11	1
Y.T.	1	1	-	-	-	17	30	47	41.79	88.91	18	5	8	4	6	2	2	2	-	-	-	-
Total Residential Schools	69	17	2	43	7	4362	4954	9316	8593.06	92.24	2770	1345	1288	1155	942	735	513	261	236	28	34	9

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SCHOOL STATISTICS

STATEMENT SHOWING PUPILS BY PROVINCES, IN THE DIFFERENT CLASSES FOR THE FISCAL YEAR ENDED March 31, 1950.

RESIDENTIAL SCHOOLS

Province	Number of Schools	Denominations: Church of England	Presbyterian	Roman Catholic	United Church	Number on Roll: Boys	Girls	Total	Average Attendance	Percentage of Attendance	GRADES: I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII
N.S.	1	-	-	1	-	82	84	166	164.49	99.09	49	13	33	23	23	13	8	4	-	-	-	-
P.E.	2	1	-	1	-	32	41	73	71.00	97.26	28	21	9	9	-	6	-	-	-	-	-	-
Ont.	11	4	1	6	-	771	790	1561	1423.45	91.19	488	196	207	165	131	100	79	69	80	15	23	8
Man.	6	1	1	4	2	472	624	1096	999.59	91.20	329	142	157	144	102	70	72	35	45	-	-	-
Sask.	12	2	-	8	2	872	1024	1896	1797.70	94.82	607	275	230	237	208	159	110	44	25	1	-	-
Alta.	18	5	-	11	2	957	1079	2036	1831.07	89.93	596	319	297	306	201	162	103	35	14	3	-	-
N.W.T.	4	1	-	3	-	110	149	259	224. 38	86.63	116	41	29	27	20	21	5	-	-	-	-	-
B.C.	12	2	-	9	1	1049	1133	2182	2039.59	93.47	539	333	318	240	251	202	136	72	72	9	11	1
Y.T.	1	1	-	-	-	17	30	47	41.79	88.91	18	5	8	4	6	2	2	2	-	-	-	-
Total Residential Schools	69	17	2	43	7	4362	4954	9316	8593.06	92.24	2770	1345	1288	1155	942	735	513	261	236	28	34	9

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SCHOOL STATEMENT

STATEMENT SHOWING ENROLMENT BY PROVINCES IN THE DIFFERENT CLASSES FOR THE FISCAL YEAR ENDED MARCH 31, 1950.

RESIDENTIAL SCHOOLS

Province	Denominations: Number of Schools	Church of England	Presbyterian	Roman Catholic	United Church	Number on Roll: Boys	Girls	Total	Average Attendance	Percentage of Attendance	GRADES: I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII
N.S.	1	-	-	1	-	82	84	166	164.49	99.09	49	13	33	23	23	13	8	4	-	-	-	-
P.E.	2	1	-	1	-	32	41	73	71.00	97.26	28	21	9	9	-	6	-	-	-	-	-	-
Ont.	11	4	1	6	-	771	790	1561	1423.45	91.19	488	196	207	165	131	100	79	69	80	15	23	8
Man.	8	1	1	4	2	472	624	1096	999.59	91.20	329	142	157	144	102	70	72	35	45	-	-	-
Sask.	12	2	-	8	2	872	1024	1896	1797.70	94.82	607	275	230	237	208	159	110	44	25	1	-	-
Alta.	18	5	-	11	2	957	1079	2036	1831.07	89.93	596	319	297	306	201	162	103	35	14	3	-	-
N.W.T.	4	1	-	3	-	110	149	259	224.38	86.63	116	41	29	27	20	21	5	-	-	-	-	-
B.C.	12	2	-	9	1	1049	1133	2182	2039.59	93.47	539	335	318	240	251	202	134	72	72	9	11	1
Y.T.	1	1	-	-	-	17	30	47	41.79	88.91	18	5	8	4	6	2	2	2	-	-	-	-
Total Residential Schools	69	17	2	43	7	4362	4954	9316	8593.06	92.24	2770	1345	1288	1155	942	735	513	261	236	28	34	9

Province	Number of Schools	Number on Roll Boys	Girls	Total	Average Attendance	Percentage of Attendance	DAY SCHOOLS GRADES I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII
P.E.I.	1	24	22	46	38.29	83.24	19	8	5	2	-	7	3	1	1	-	-	-
N.S.	7	216	210	426	384.23	90.19	126	68	88	57	26	36	10	6	9	-	-	-
N.B.	9	196	201	397	339.50	85.52	126	66	49	50	47	19	20	20	-	-	-	-
P.Q.	31	894	975	1869	1665.25	89.10	660	322	257	202	165	126	88	41	8	-	-	-
Ont.	90	1770	2001	3771	3224.18	85.50	1205	540	520	417	397	312	176	192	7	2	3	-
Man.	54	1013	1073	2086	1672.85	80.19	1026	346	317	168	115	50	43	18	3	-	-	-
Sask.	41	684	649	1333	1128.34	84.65	550	228	194	131	111	62	34	16	7	-	-	-
Alta.	16	377	362	739	676.58	91.55	323	130	83	40	72	42	28	15	4	1	-	1
N.W.T.	8	202	190	392	323.75	82.59	187	57	52	31	21	21	10	6	3	2	1	1
B.C.	65	1321	1383	2704	2342.41	86.63	1073	515	378	262	238	120	71	46	1	-	-	-
Y.T.	7	98	125	223	174.28	78.15	100	48	40	19	9	4	2	1	-	-	-	-
Total- Day Schools	329	6795	7191	13986	11969.66	85.58	5395	2328	1983	1379	1201	799	485	362	43	5	4	2
COMBINED SCHOOLS - WHITE AND INDIAN																		
P.Q.	1	7	8	15	6.08	40.53	3	5	3	3	1	-	-	-	-	-	-	-
Ont.	3	35	31	66	60.57	91.77	15	8	14	3	6	5	7	-	4	4	-	-
Man.	1	8	18	26	23.69	91.12	16	-	6	-	2	2	-	-	-	-	-	-
Total- Combined White and Indian	5	50	57	107	90.34	84.43	34	13	23	6	9	7	7	-	4	4	-	-

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Province	Number of Schools	Number on Roll Boys	Girls	Total	Average Attendance	DAY SCHOOLS Percentage of Attendance	I	II	III	IV	V	GRADES VI	VII	VIII	IX	X	XI	XII
P.E.I.	1	24	22	46	38.29	83.24	19	8	5	2	-	7	3	1	1	-	-	-
N.S.	7	216	210	426	385.23	90.19	126	68	88	57	26	36	10	6	9	-	-	-
N.B.	9	196	201	397	339.50	85.52	126	66	49	50	47	19	20	20	-	-	-	-
P.Q.	31	894	975	1869	1665.25	89.10	660	322	257	202	165	126	88	41	8	-	-	-
Ont.	90	1770	2001	3771	3224.18	85.50	1205	560	580	417	397	312	176	192	7	2	3	-
Man.	54	1013	1073	2086	1672.85	80.19	1026	346	317	168	115	50	43	18	3	-	-	-
Sask.	41	684	649	1333	1128.34	84.65	550	228	194	131	111	62	34	16	7	-	-	-
Alta.	16	377	362	739	676.58	91.55	323	130	83	60	72	42	28	15	4	1	-	1
B.C.	8	202	190	392	323.75	82.59	187	57	52	31	21	21	10	6	3	2	1	1
Y.T.	65	1321	1383	2704	2342.11	86.63	1073	515	378	262	238	120	72	46	1	-	-	-
Total- Day Schools	7	98	125	223	174.28	78.15	100	48	40	19	9	4	2	1	-	-	-	-
	329	6795	7191	13986	11969.66	85.58	5395	2388	1983	1379	1201	799	485	362	43	5	4	2
						CONTINUATION SCHOOLS - WHITE AND INDIAN												
P.Q.	1	7	8	15	6.08	40.53	3	5	3	3	1	-	-	-	-	-	-	-
Ont.	3	35	31	66	60.57	91.77	15	8	14	3	6	5	7	-	4	4	-	-
Man.	1	8	18	26	23.69	91.12	16	-	6	-	2	2	-	-	-	-	-	-
Total- Combined White and Indian	5	50	57	107	90.34	84.43	34	13	23	6	9	7	7	--	4	4	-	-

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DAY SCHOOLS

Province	Number of Schools	Number on Roll Boys	Girls	Total	Average attendance	Percentage of Attendance	GRADES I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII
P.E.I.	1	24	22	46	38.29	83.24	19	8	5	2	-	7	3	1	1	-	-	-
N.S.	7	216	210	426	384.23	90.19	126	68	88	57	26	36	10	6	9	-	-	-
N.B.	9	196	201	397	339.50	85.52	126	66	49	50	47	19	20	20	-	-	-	-
P.Q.	31	894	975	1869	1665.45	89.10	660	322	257	202	165	126	88	41	8	-	-	-
Ont.	90	1770	2001	3771	3224.18	85.50	1205	540	520	417	397	312	176	192	7	2	3	-
Man.	54	1013	1073	2086	1672.85	80.19	1026	346	317	168	115	90	43	18	3	-	-	-
Sask.	41	684	649	1333	1128.34	84.65	550	228	194	131	111	62	34	16	7	-	-	-
Alta.	16	377	362	739	676.58	91.55	323	130	83	40	72	42	28	15	4	1	-	1
B.C.	8	202	190	392	323.75	82.59	187	57	52	31	21	21	10	6	3	2	1	1
Y.T.	65	1321	1383	2704	2342.41	86.63	1073	515	378	262	238	120	71	46	1	-	-	-
Total- Day Schools	7	98	125	223	174.28	78.15	100	48	40	19	11	4	2	1	-	-	-	-
	329	6795	7191	13986	11503.66	85.58	5395	2382	1983	1379	1201	799	485	362	43	5	4	2

CANADIAN SCHOOLS - FOR THE INDIAN

P.Q.	1	7	8	15	6.08	40.53	3	5	3	3	1	-	-	-	-	-	-	-
Ont.	3	35	31	66	60.57	91.77	15	8	14	3	6	5	7	-	4	4	-	-
Man.	1	8	18	26	23.69	91.12	16	-	6	-	2	2	-	-	-	-	-	-
Total- Combined White and Indian	5	50	57	107	90.34	84.43	34	13	23	6	9	7	7	-	4	4	-	-

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2409
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3272

EDUCATION

The table of pupil enrolment and attendance follows:-

Table 1.

	Residential Schools		Day Schools		Total (All Schools)		
Fiscal Year	Enrolment	Average Attendance	Enrolment	Average Attendance	Enrolment	Average Attendance	Percentage of Attendance
~~1938-39~~	~~8,178~~	~~6,276~~	~~9,573~~	~~6,232~~	~~18,752~~	~~14,508~~	~~77.36~~
1939-40	9,027	8,643	9,369	6,417	18,396	15,060	82.87
1940-41	8,774	8,243	8,651	6,110	17,429	14,353	82.37
1941-42	8,840	8,283	8,441	5,837	17,281	13,935	80.63
1942-43	8,830	8,046	8,046	5,395	16,876	13,441	79.64
1943-44	8,729	7,902	7,858	5,355	16,587	13,257	79.92
1944-45	8,865	8,006	7,573	5,159	16,438	13,165	80.09
1945-46	9,149	8,264	9,532	6,691	18,805	15,043	79.99
1946-47	9,304	8,192	10,181	7,344	19,622	15,641	79.71
1947-48	8,986	7,863	10,982	8,178	20,101	16,151	80.34
1948-49	9,368	8,345	12,511	10,320	21,983	18,759	85.33
1949-50	9,316	8,593	14093.	12,060	23,409	20653	88.23

It will be noted from the above statistics that the enrolment at residential schools increased during the year by 362 and that the enrolment at day schools increased by 1524. This has resulted in a total increase during the one year of 2,015 (including children enrolled in combined schools).

In tables 2 and 3 are listed the Indian children enrolled in provincial and private schools. There are now 925 Indian children in elementary grades and 377 Indian children in secondary grades in such schools. Added to the totals above, this means that there are now 23,285 Indians enrolled in educational classes.

The increase in the percentage of attendance from 80.34 to 85.33 is also noteworthy. Children have been much more prompt in returning to Indian residential schools after the summer holidays. At Indian day schools, the attendance has steadily improved as a result of Family Allowance payments, the better calibre of teachers employed and improvements in classroom equipment and materials.

The building of new day schools and the opening of classroom blocks at residential schools has continued at a steady pace. The number of day schools increased during the year from 285 to 309 and extra classrooms were added to several schools. In all, nearly 90 more classrooms were provided in day and residential schools.

The Special Joint Committee of the Senate and the House of Commons appointed to continue and complete the examination and consideration of the Indian Act, in its Minutes of Proceedings and Evidence

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No. 5 covering the period Tuesday April 13, 1948, to and including Monday June 21, 1948, made the following recommendation concerning the operation of Indian schools:

"Your Committee recommends the revision of those sections of the Act which pertain to education, in order to prepare Indian children to take their place as citizens.

"Your Committee, therefore, recommends that wherever and whenever possible Indian children should be educated in association with other children."

Therefore, the Education Division has been negotiating with school Boards and Provincial Departments of Education for the training of Indian children in provincial schools. The following statement shows the enrolment of Indian children in such schools in the elementary grades:

Table 2.

INDIAN CHILDREN ATTENDING PROVINCIAL AND PRIVATE SCHOOLS - ELEMENTARY GRADES

Provinces	Grades								
	I	II	III	IV	V	VI	VII	VIII	Totals
Nova Scotia	7	1	6	3	4	4	...	1	26
New Brunswick	3	3	5	5	4	4	2	1	27
Quebec	5	6	6	12	15	13	12	8	77
Ontario	44	32	46	39	27	28	10	10	256
Manitoba	36	8	5	3	2	5	1	...	60
Saskatchewan	13	9	10	9	3	2	2	...	48
Alberta	19	5	5	5	5	4	1	3	47
British Columbia	99	81	51	37	36	28	24	19	377
U. S. A.	1	1	2	...	...	...	3	...	7
Totals	227	166	136	113	98	80	55	42	925

The number of Indians receiving secondary education continues to increase at a satisfactory rate. In addition to the 284 pupils enrolled in our own schools (as shown in table 4) the following summary shows the Indian children attending provincial and private schools in the secondary grades. This brings the total of Indians attending secondary schools and universities to 661.

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No. 5 covering the period Tuesday April 13, 1948, to and including Monday June 21, 1948, made the following recommendation concerning the operation of Indian schools:

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"Your Committee, therefore, recommends that wherever and whenever possible Indian children should be educated in association with other children."

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INDIAN CHILDREN ATTENDING PROVINCIAL AND PRIVATE SCHOOLS - ELEMENTARY GRADES

Provinces	Grades								
	I	II	III	IV	V	VI	VII	VIII	Totals
Nova Scotia	7	1	6	3	4	4	...	1	26
New Brunswick	3	3	5	5	4	4	2	1	27
Quebec	5	6	6	12	15	13	12	8	77
Ontario	44	52	46	39	27	28	10	10	256
Manitoba	36	8	5	3	2	5	1	...	60
Saskatchewan	13	9	10	9	3	2	2	...	48
Alberta	19	5	5	5	5	4	1	3	47
British Columbia	99	81	51	37	38	28	24	19	377
U. S. A.	1	1	2	...	...	...	3	...	7
Totals	227	166	136	113	98	88	55	42	925

The number of Indians receiving secondary education continues to increase at a satisfactory rate. In addition to the 28% pupils enrolled in our own schools (as shown in table 4) the following summary shows the Indian children attending provincial and private schools in the secondary grades. This brings the total of Indians attending secondary schools and universities to 661.

Indian Affairs. (RG 10, Volume 6002, File 1-1-1, part 8) School Files

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CANADA

The standard of teachers employed in our Indian day schools continues to show improvement. The number of non-qualified or Grade I teachers decreased by 18 and the number of teachers holding First Class certificates increased by 36. This trend in the hiring of day school teachers will continue to be departmental policy and we hope for the eventual elimination of non-certificated teachers entirely from our schools. At the present time the implementation of this policy is made difficult by the serious shortage of qualified teachers across Canada.

The supply of school textbooks and materials is now much better and we are able to provide our schools with teaching aids which have been difficult to obtain during the immediate post-war years. Our teachers are advised of the availability of this equipment through the medium of our teachers' magazine, the "Indian School Bulletin".

The provision of school lunch supplies has been extended and many day schools are now serving a hot meal daily. The distribution of vitamin biscuits was again made to day schools in Northern Ontario, Manitoba, Saskatchewan, Alberta and the Northwest Territories.

The following tables include a summary of attendance, sex, religious and grade distribution, and a breakdown of attendance by provinces:

Indian Affairs. (RG 10, Volume 6002, File 1-1-1, part 8)
School Files

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CANADA

E D U C A T I O N

The table of pupil enrolment and attendance follows:-

Table 1.

	Residential Schools		Day Schools		T o t a l (All Schools)		
Fiscal Year	Enrolment	Average Attendance	Enrolment	Average Attendance	Enrolment	Average Attendance	Percentage of Attendance
1939-40	9,027	8,643	9,369	6,417	18,396	15,060	81.87
1940-41	8,774	8,243	8,651	6,110	17,425	14,353	82.37
1941-42	8,840	8,283	8,441	5,837	17,281	13,935	80.63
1942-43	8,830	8,046	8,046	5,395	16,876	13,441	79.04
1943-44	8,729	7,902	7,850	5,355	16,587	13,257	79.92
1944-45	8,865	8,006	7,573	5,159	16,438	13,165	80.09
1945-46	9,149	8,264	9,532	6,691	18,805	15,043	79.99
1946-47	9,304	8,192	10,181	7,344	19,622	15,641	79.91
1947-48	8,986	7,863	10,982	8,178	20,101	16,151	80.34
1948-49	9,368	8,345	12,511	10,320	21,983	18,759	85.33
1949-50	9,316	8,593	14,093	12,060	23,409	20,653	88.43

The enrolment at residential schools has decreased slightly but there has been an increase in the day school enrolment of 1,582. Since 1947 there has been a total increase in day school enrolment of 3,111 pupils.

In tables 2 and 3 are listed the Indian children enrolled in provincial and private schools. There are now 1,180 Indian children in elementary grades and 465 Indian pupils in secondary schools. Added to the totals above, this means that there are now 25,054 Indians enrolled in educational classes.

The increase in the percentage of attendance reflects the effect of better teachers, schools and equipment and the increasing realization of the Indians of the need for education.

The building of new day schools has continued and the effect of this programme can be seen in the increase in day school enrolment of over 3,000 pupils within the last two years. We are reducing the number of children for whom educational facilities are not provided and are building new schools in the northern sections of the provinces and in the Northwest Territories. Previously, many of these Indian children had no schools whatsoever.

Table 2 shows an increase of nearly 200 children enrolled in provincial schools. New agreements are being negotiated now to further increase the number of Indian children attending such schools.

In table 3 it will be noted that the number of Indian children receiving secondary education continues to increase at a satisfactory rate. We now have 465 children attending secondary grades in provincial and

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Indian Affairs. (RG 10, Volume 6002, File 1-1-1, part 8)
School Files

private schools. In our own schools (as shown in table 4) we have a total of 369 children. This raises the total of Indians attending secondary schools and universities to 834 as compared with 661 pupils last year.

Teachers at Indian Day Schools

A steady improvement is shown in the qualifications and experience of teachers employed in our Indian day schools. The number of non-qualified or Grade One teachers decreased by 7 and the number of teachers holding First Class Certificates increased by 39. The raising of the standard of teaching has resulted in improved attendance and a reduction in "drop-outs". This is shown in table 4.

Vocational Education

The Supervisor of Vocational Education has reported that the Proficiency Badge system has proven quite successful. A total of 7,648 badges have now been distributed to Indian pupils for proficiency in various basic operations.

In day schools it is often difficult to encourage a programme of manual training because so many of our schools have but one teacher. In order to help these teachers and also other manual training teachers, two booklets have been prepared entitled "First Year Woodwork" and "Second Year Woodwork". A third book is in course of preparation.

In residential schools we are gradually securing the services of more and better qualified instructors. We are also beginning a programme of erecting small manual training shops at the larger schools.

Physical Education and Recreation

A new supervisor has been recently appointed and is now conducting surveys at various reserves and schools. We have purchased considerable supplies of sports equipment and have encouraged athletic activities of various kinds. Our school teams have been particularly successful in hockey and several bantam, midget and juvenile championships have been won.

A programme of adult education has been started and we intend to encourage further courses, particularly at day schools. Some home and school associations have been started and this new official will encourage the formation of others. It is felt that Indian parents must be encouraged to take an active interest in the education of their children.

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Indian Affairs. (RG 10, Volume 6002, File 1-1-1, part 8)
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Ottawa, May 25, 1950.

COLONEL NEARY:-

One copy of statement on this file was sent to Miss E. Horn, Minister's Office, Woods Building, as the result of her telephone request this morning.

P. Phelan.

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Indian Affairs. (RG 10, Volume 6002, File 1-1-1, part 8)
School Files

CANADA

DEPARTMENT OF CITIZENSHIP AND IMMIGRATION
INDIAN AFFAIRS BRANCH

(3)

Ottawa

April 5, 1950.

Memorandum:

Mr. [illegible]
Mr. [illegible]
Major [illegible]
Mr. [illegible]
Mr. [illegible]

I

Residential School Principals' Annual Report

It is our intention to obtain in future an annual report from each Residential School Principal. This report will be sent out in May and will cover the period up to the end of each academic year.

I would appreciate receiving from you any suggestions with regard to the composition of this annual report. One item which I have been directed by Major Neary to include is a statement of the qualifications of each teacher. He has in mind securing for the Minister the approximate cost to the Department of the payment of teachers' salaries by this Branch.

It is felt that this report should cover all phases of school activity and should be similar in some ways to that prepared by the Day School Teachers.

II Col. Neary

Informal comment

[illegible] pupils

[illegible] examination.

Objectives reached in health & physical education.

Extra curricula - activities — games, competitions, displays, dances etc.

Cadet corps - recruits - gender etc - F. Obed X groups etc

Bernard J. Neary,
Superintendent of Education.

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School Files

CANADA

DEPARTMENT OF CITIZENSHIP AND IMMIGRATION
INDIAN AFFAIRS BRANCH

PR
1-1-1

Ottawa, April 25, 1590.

Memorandum:

COLONEL NEARY

Reference your memorandum of the 5th instant I would appreciate very much if a report on the following items could be given by residential school Principals at the end of the year:

General health of pupils.
Medical examinations.
Objectives reached in health and physical education.
Extra-curricula activities - games, competitions, displays, drama, etc.
Cadet corps, Scouts, Guides, Junior Red Cross groups, etc.

Ian Eisenhardt,
Supervisor of Physical Education
and Recreation.

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CANADA

Indian Affairs. (RG 10, Volume 6002, File 1-1-1, part 8)
School Files

1-1-1

(E)

May 23, 1950.

Memorandum:

COLONEL E. ACLAND,
Administrative Officer,
Indian Affairs, Booth Building,
O t t a w a, Ontario.

Annual Report - Indian Education

Please find attached the Annual Report of this Division.

Bernard F. Neary,
Superintendent of Education.

nel.

BFN/FM

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CANADA

Indian Affairs. (RG 10, Volume 6002, File 1-1-1, part 8)
School Files

MEMORANDUM

22.5.50.

Colonel Neary

For attention insofar as it applies to this Branch.

D.M.M.

1-1-1

REPLY TO BE ADDRESSED TO
THE UNDER SECRETARY OF STATE
FOR EXTERNAL AFFAIRS
OTTAWA

DEPARTMENT OF
EXTERNAL AFFAIRS
CANADA

File No.5582-T-40

Ottawa, May 17, 1950

A1956

The Deputy Minister,
Department of Citizenship and Immigration,
O t t a w a.

Attention: The Director, Indian Affairs Branch

The Unesco Regional Centre for the Western Hemisphere is making a survey on education in America and has asked me to provide information about certain aspects of Canadian education. One of these aspects is what Unesco calls "fundamental education". This might be defined as the education ab initio of illiterate persons of all ages.

Since the Indian Affairs Branch is concerned with the education of the native people of the North-West Territories and the Arctic, I should appreciate it if you could give me a brief report on the work which has been done in educating them.

Under-Secretary of State
for External Affairs.

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Indian Affairs. (RG 10, Volume 6002, File 1-1-1, part 8)
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1-1-1 (E)

Ottawa, May 26, 1950.

The Under-Secretary of State for
External Affairs,
External Affairs Department,
O t t a w a, Ontario.

Fundamental Education

Reference your No. 5582-T-40 of May 17

Dear Sir:

Please find attached copy of the report of the Education Division for the 1949-50 fiscal year. I believe that this will provide you with the information required by the Unesco Regional Centre for the Western Hemisphere.

Yours sincerely,

Director.

Encl.

EFW/RM

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School Files

Forest Lawndale
Dr Indiana U
Rockefeller
U University

1-1-1

RECEIVED
MAY 25 1961
SPECIAL
INDIAN
AFFAIRS

15260

Colonel H.J. Henry
Superintendent of Indian Education
Department of Indian Affairs
Ministry of Citizenship and Immigration
Ottawa, Canada.

Dear Colonel Henry:

Canon Cook has written me that he has discussed with you my interest in the history of the Canadian Indian Schools.

I am pleased to say faculty advisors that this would be an interesting subject for my doctoral dissertation. They agreed, and asked me to ascertain if anything of the sort had been done recently and what sources I might expect to be able to use. The nature of the sources will determine to some extent how the subject is approached.

Canon Cook has suggested that I write to you. I would greatly appreciate it if you could let me know if anything has been done on this subject recently, and what materials are available.

In the event that I am able to work on this topic, I should like to spend the month of June, which is my vacation, going through the material.

With kindest regards, I am,

Yours very sincerely,

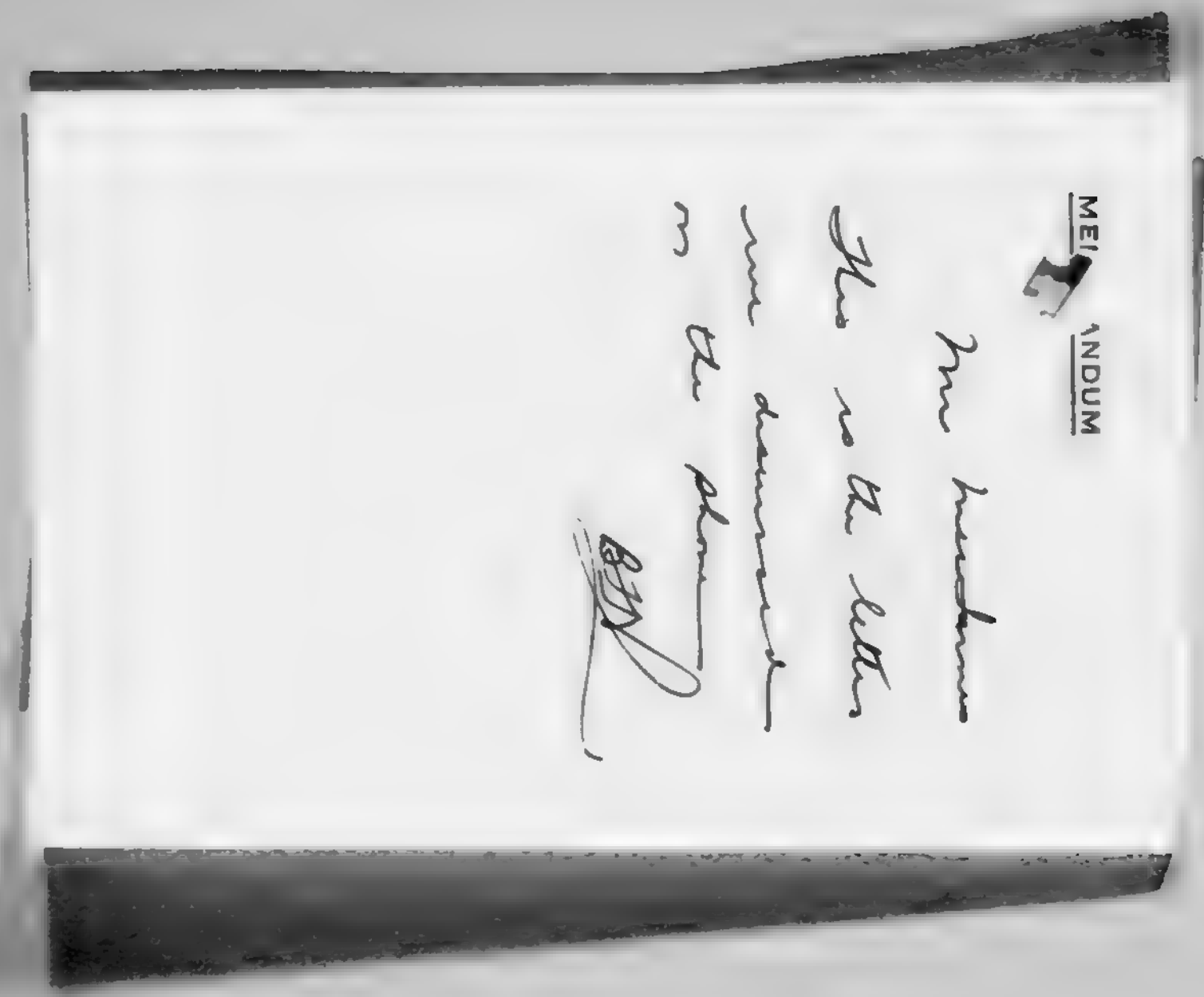
Floyd Freeston

The Rev. Floyd Freeston

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MEMORANDUM



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Sec'm 1-1-1 Ont



Empire Hotel

OWNED AND OPERATED BY THE EMPIRE HOTEL CO. OF T...

150 ROOMS
110 WITH PRIVATE BATH SPACIOUS SAMPLE R...

North Bay CANADA February 10 1949

Dear Colonel Neary

Reference your 1-1-1 (Ont) (2)
of February 8;-

The convention here lasts until Saturday, but I'll be calling on you on Monday, February 14th.

Yours Sincerely

W. Greening

B.F. Neary. Esq.
Superintendent of Education
Indian Affairs Branch
Department of Mines and Resources
Ottawa, Ontario

P. A. → 1-1-1 Ont.

(L)

May 22, 1950.

Memorandum:

THE DIRECTOR.

Report on School Openings, Southern Ontario.

1. Mohawk Institute:

I arrived in Brantford at noon Sunday May 14 and there met Mr. Morris and Colonel Randle. We visited a new brick four-room school being constructed at Princeton, near Brantford. This is the type of building which Colonel Randle wishes for an intermediate consolidated school at Oheweken. I will submit a separate recommendation on this proposal.

We found things improved at the Mohawk Institute with Mrs. Zimmerman in a better state of health. I would recommend that we proceed with the principal's residence as soon as possible. We are wasting valuable space in the main building and are further jeopardizing her mental health by leaving things as they are.

The work being done on the upper dormitories is proceeding satisfactorily. The workmanship is good and I am particularly impressed with the use of Masonite panels instead of plaster. I feel that we could use this on all the lower walls in dormitories hallways, etc., in future.

We are including an amount for further work on this building in our Supplementary Estimates as we can now proceed with the many repairs required to the walls in the various rooms.

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CANADA

Indian Affairs. (RG 10, Volume 6002, File 1-1-1, part 8)
School Files

2. Diocese of Huron

Unfortunately, I was not able to see the Bishop of Huron as their Synod was in session. However, I did meet the Diocesan Commissioner and discussed various matters with him. We naturally discussed Mr. and Mrs. Zimmerman.

3. Back Settlement School

This opening was held at 10.30 a.m. on May 15th. There was a good crowd of Indians in attendance. The Provincial School Inspector, Mr. Oakes, Mr. Joblin and Mr. Morris all spoke well. Pictures of the building indicate the good workmanship. This was erected by Indians under a white foreman-carpenter.

4. Oneida No. 2 School

This opening took place at 2.30 on the same afternoon. There was an even larger crowd of Indians. The school was opened by Mr. R. McCubbin, M.P.. Mr. A. Smith, the Provincial School Inspector for this section of the reserve,

PUBLIC ARCHIVES
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Indian Affairs. (RG 10, Volume 6002, File 1-1-1, part 8)
School Files

spoke very highly of the building. Mr. Joblin, Mr. Morris and some of the Indians also spoke. This is an even better building than Back Settlement with electricity and running water. The teacher, Mrs. Johnstone, had it beautifully decorated and all the visitors were noticably impressed. The concert put on by these children was very good.

5. Moraviantown

This opening took place at 2.30 Tuesday May 16. It was held outside and attracted a very large group of Indians. This building is undoubtedly the best of the four we opened. There was very little white supervision and the Indians really put in many extras in their work. I have already sent you a newspaper account of this opening and attach additional photographs. The children put on a very fine Chinese play. Mr. Barrett, the Provincial School Inspector and other white officials spoke well but the Indian Chief here was most outstanding. His address was exceptionally fine and sincere. Mr. Spence proved a good chairman and this opening was a great success.

Indian Affairs. (RG 10, Volume 6002, File 1-1-1, part 8)
School Files

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CANADA

6. Walpole Island

This school was built by contract and the finish is not as good as on those buildings erected by Indian labour. You will note that there is no basement, due to the low lying land surrounding the building. t is not possible to have a proper basement on Walpole Island. This opening was held indoors and the school was packed. The Provincial School Inspector, the Mayor of Wallaceburg, the Principal of Wallaceburg High School and the Indians all spoke. Mr. Stallwood proved a very capable chairman and the programme put on by the children was diversified and interesting. The Indian number shown in my photograph was particularly good. The other photograph shows the Provincial Policeman playing with the children after the opening.

I would like to recommend that the Deputy Minister be given an opportunity of looking at this report, particularly of the buildings erected by Indian labour. I feel that we are getting exceptionally good value in these buildings and that the finishing details are better than those erected by contractors.

Bernard F. Neary,
Superintendent of Education.

BFN/FM

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Indian Affairs. (RG 10, Volume 6002, File 1-1-1, part 8)
School Files

1-1-1 Ont. (E)

Ottawa, May 25, 1950.

MEMORANDUM

DEPUTY MINISTER

The attached report from Colonel Neary, on the recent opening of the new Indian day schools in Ontario, is forwarded for your information.

I should appreciate return of the report in due course.

Director.

Indian Affairs. (RG 10, Volume 6002, File 1-1-1, part 8)
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PUBLIC ARCHIVES
ARCHIVES PUBLIQUES
CANADA

Indian Affairs. (RG 10, Volume 6002, File 1-1-1, part 8)
School Files

1-1-1 Ont.

(E)

May 22, 1950.

[redacted]

THE DIRECTOR.

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Bernard F. Neary,
Superintendent of Education.

BFN/EM

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Indian Affairs. (RG 10, Volume 6002, File 1-1-1, part 8)
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REPLY TO BE ADDRESSED TO:
THE UNDER-SECRETARY OF STATE
FOR EXTERNAL AFFAIRS
OTTAWA

DEPARTMENT OF EXTERNAL AFFAIRS
CANADA

JUN 2 1950
RECORDS
INDIAN AFFAIRS

File: 5582-T-40

Your File: 1-1-1 (E)

May 31, 1950

1953

The Director,
Indian Affairs Branch,
Department of Citizenship and Immigration,
O t t a w a.

Thank you very much for your letter of May 26, 1950, and the attached copy of the report of your Education Division for 1949-50.

I believe that this information is what the UNESCO Regional Office asked for, and it will be forwarded as soon as the material from private Canadian organizations is received.

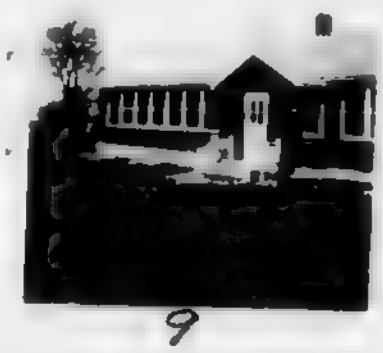
Under-Secretary of State
for External Affairs.

PUBLIC ARCHIVES
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Indian Affairs. (RG 10, Volume 6002, File 1-1-1, part 8)
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6. Walpole Island

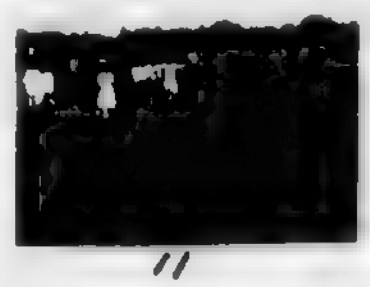
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B F Neary

Bernard F. Neary,
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PUBLIC ARCHIVES
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4



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CORRECTION

Indian Affairs. (RG 10, Volume 6002, File 1-1-1, part 8)
School Files

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CANADA

1-1-1 Ont.

(E)

CANADA

DEPARTMENT OF CITIZENSHIP AND IMMIGRATION
INDIAN AFFAIRS BRANCH

Ottawa
May 22, 1950.

Memorandum:

THE DIRECTOR.

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3

4. Oneida No. 2 School

This opening took place at 2.30 on the same afternoon. There was an even larger crowd of Indians. The school was opened by Mr. R. McCubbin, M.P.. Mr. W. Smith, the Provincial School Inspector for this section of the reserve,

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spoke very highly of the building. Mr. Joblin, Mr. Morris and some of the Indians also spoke. This is an even better building than Back Settlement with electricity and running water. The teacher, Mrs. Johnstone, had it beautifully decorated and all the visitors were noticably impressed. The concert put on by these children was very good.



4



5

5. Moraviantown

This opening took place at 2.30 Tuesday May 16. It was held outside and attracted a very large group of Indians. This building is undoubtedly the best of the four we opened. There was very little white supervision and the Indians really put in many extras in their work. I have already sent you a newspaper account of this opening and attach additional photographs. The children put on a very fine Chinese play. Mr. Barrett, the Provincial School Inspector and other white officials spoke well but the Indian Chief here was most outstanding. His address was exceptionally fine and sincere. Mr. Spence proved a good chairman and this opening was a great success.



6



7



8

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6. Walpole Island

This school was built by contract and the finish is not as good as on those buildings erected by Indian labour. You will note that there is no basement, due to the low lying land surrounding the building. t is not possible to have a proper basement on Walpole Island. This opening was held indoors and the school was packed. The Provincial School Inspector, the Mayor of Wallaceburg, the Principal of Wallaceburg High School and the Indians all spoke. Mr. Stallwood proved a very capable chairman and the programme put on by the children was diversified and interesting. The Indian number shown in my photograph was particularly good. The other photograph shows the Provincial Policeman playing with the children after the opening.



9



10



11

I would like to recommend that the Deputy Minister be given an opportunity of looking at this report, particularly of the buildings erected by Indian labour. I feel that we are getting exceptionally good value in these buildings and that the finishing details are better than those erected by contractors.

Bernard F. Neary,
Superintendent of Education.

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Indian Affairs. (RG 10, Volume 6002, File 1-1-1, part 8)
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1-1-1 Ont. (E)

Ottawa, May 25, 1950.

MEMORANDUM

DEPUTY MINISTER

The attached report from Colonel Neary, on the recent opening of the new Indian day schools in Ontario, is forwarded for your information.

I should appreciate return of the report in due course.

Director.

Indian Affairs. (RG 10, Volume 6002, File 1-1-1, part 8)
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INDIAN AFFAIRS BRANCH

Dept. of Citizenship & Immigration CANADA MAY 26 1950

OFFICE OF THE DIRECTOR

PA-1-1-1

1-1-1

~~1-1-1 Ont.~~ (L)

DEPARTMENT OF CITIZENSHIP AND IMMIGRATION
Deputy Minister's Office

Ottawa, May 25, 1950.

MEMORANDUM

DEPUTY MINISTER

The attached report from Colonel Neary, on the recent opening of the new Indian day schools in Ontario, is forwarded for your information.

I should appreciate return of the report in due course.

Director.

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S120 E6
Church

33 Admiral Road,
Toronto, Ontario,
June-1950.

Dept. of Citizenship & Immigration
OTTAWA
JUN 6 1950

The Deputy Minister,
Department of Indian Affairs,
Parliament Buildings,
Ottawa, Ontario.

Dear Sir:

I am writing my ... thesis on Institutional care for children in Ontario and wish to include a table showing the total population of the present children's institutions.

Could you be able to supply me with this information for your residential schools or other institutions in Ontario under the following headings:

Date when the population calculated:
Total no. of residents:
Number of female residents in each age group:
" " male " " " " ";

If it is possible for you to supply this information, I will be extremely grateful for your help.

Yours sincerely,

(Miss) Lillian J. Boes.

JUN 7 1950

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DEPARTMENT OF CITIZENSHIP AND IMMIGRATION

OFFICE OF THE DEPUTY MINISTER

DATE June 6/50

To: Major Mackay	
For Action:	
For Direct Reply:	X
For Preparation of Reply:	
For Comment:	
For Approval:	
To Note and File:	
To Note and Return:	
For Discussion with Undersigned:	
For Signature:	
For Information:	

J.B.

Noted 7/6/50 (H

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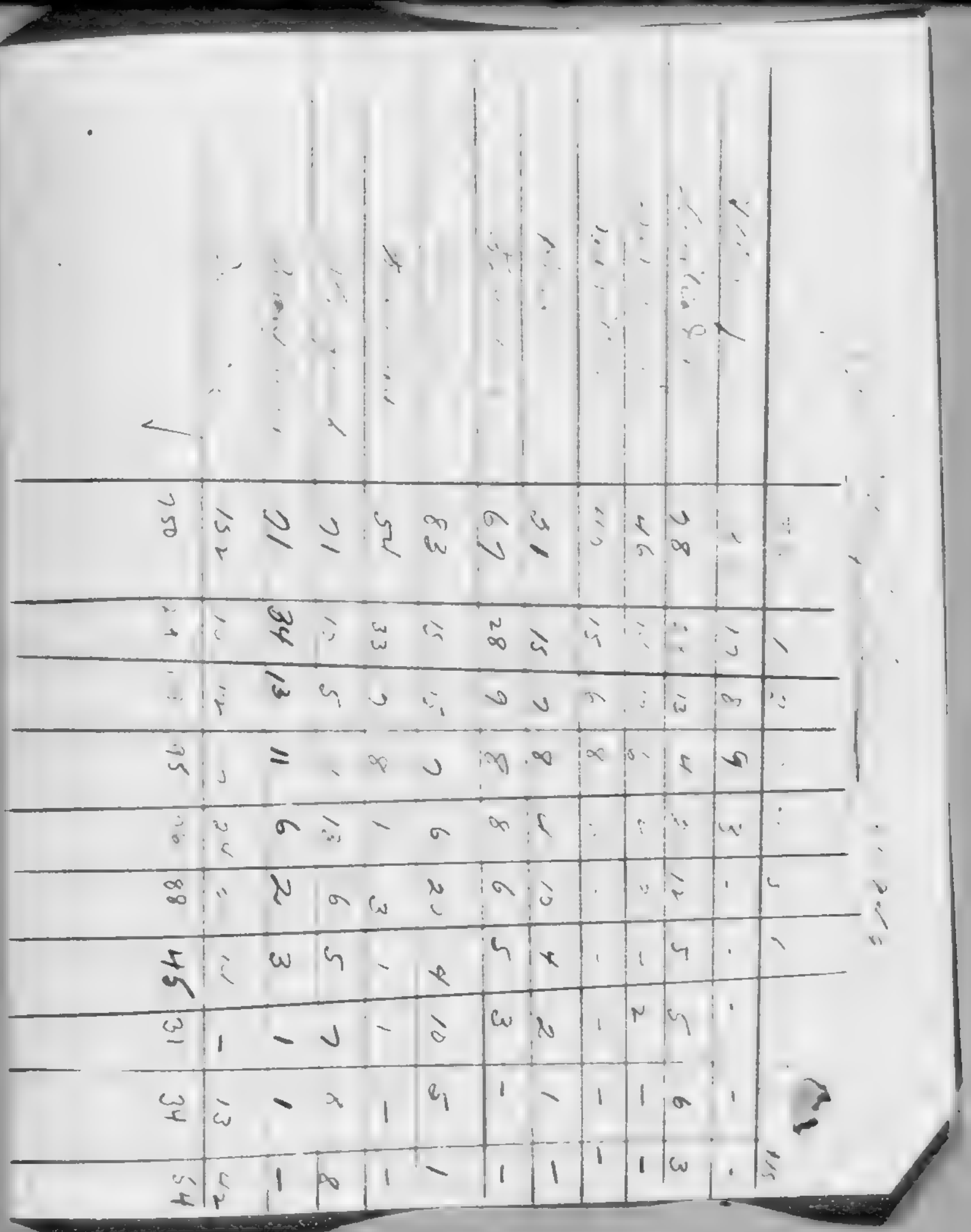
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	✓	16	8	4	4	—	—	—	—	1	1
	✓	96	27	15	12	7	9	13	3	5	5
	✓	52	25	5	8	8	2	1	—	1	1
	✓	30	15	4	3	2	3	—	1	1	1
	✓	51	13	2	1	4	1	2	2	1	1
	✓	59	31	13	4	6	1	2	2	—	—
	✓	25	11	10	1	2	2	2	1	—	—
	✓	50	29	10	2	3	1	1	1		
	✓	51	11	4	7	7	4	5	3	4	6
	✓	66	29	11	7	8	6	1	3	1	—
	✓	175	18	11	12	17	9	16	16	21	55
		721	217	96	84	67	70	51	36	33	67

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1-1-1 (E)

, June 10, 19[illegible].

Dear Miss Boes:

In answer to your letter of June 2 concerning pupils in our residential schools, I am able to provide you with the following statistics:

1. Date when population calculated - January 1, 19[illegible]
2. Total number of pupils - 1471
3. Total number of girls - 750
4. Total number of boys - 721
5. Grades:

1	2	3	4	5	6	7	8	High School	Total:
436	204	179	143	158	96	67	67	121	1471

Yours sincerely,

Bernard F. Neary,
Supt. of Indian Education.

Miss L.F. Boes,
33 Admiral Road,
Toronto, Ont.,

BFN/HM

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1-1-1

THE CANADIAN RED CROSS SOCIETY

NOVA SCOTIA DIVISION

71 MORRIS STREET, HALIFAX

June 9, 1950

Mr. B.F. Neary
Superintendent, Education Service,
Indian Affairs Branch,
Department of Citizenship and Immigration,
220 Queen Street,
Ottawa, Ontario

19318

Junior Red Cross

Dear Mr. Neary:

A few days ago we received a very interesting Indian School Bulletin, I expect that this came from you and wish to thank you. If you can spare an extra one we would be very pleased to be put on the Mailing List.

We have Junior Red Cross in some of the Indian Schools in Nova Scotia and last year one of the Principals was honored with the Red Cross Service Badge.

We have a list of the schools but not a complete list of the class rooms. I understand that you are in charge of this, and if it is not too much trouble, may we have a complete list of the schools, the number of rooms in each and how they are distributed, for example:

Grade I
Grade 7 & 8, etc.

so that we know how many teachers there are in each school.

Thank you, and assuring you of our interest,

Yours sincerely,

Elizabeth O. R. Browne

Elizabeth O. R. Browne, R.N.,
Director, Junior Red Cross,
Nova Scotia Division.

EORB:EB

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CANADA

1-1-1

(E)

June 14, 1950.

Memorandum:

THE DIRECTOR

Globe and Mail Editorial

I have noted the contents of this editorial and agree that we are still far from providing educational facilities for all our Indians. These figures are taken from the 1948 report and are accurately quoted. I am pleased to point out that we now have 8,199 pupils in Grade One, 3,686 in Grade Two, 3,294 in Grade Three with 1,005 in Grade Eight as compared with 534 in 1948. We now have 38 pupils in Grade Ten as compared with 3 in this grade when reported by this editorial.

I agree that a more aggressive educational policy should be followed and feel that this can best be done by having capable regional school inspectors appointed, who can actively work on educational problems within a given district.

Bernard F. Neary,
Superintendent of Education.

BFN/FM

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School Files

PROV

164	102	61	35
102		103	
41			
35			
342			

253	469
37	366
38	834
11	
369	

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1-1-1

file
DPS

Memorandum:

May 15th, 1950.

COLUMBIA E. CLAUD

We are in receipt of your memorandum of the 13th instant and apparently the only section referring to Indian Education reads as follows:

> "page 207 of the report says 'lack of accomodation prevents the operation of all grades on a full-time basis. At Kamloops the whole school operates on the half-time system; with 4 classrooms for an enrolment of 305 pupils'. It may be interesting to know that the school on the Poundmaker Reserve (in Sask.) remains closed because of the difficulty of obtaining a teacher."

For several years past we have had five classrooms at the Kamloops Residential School. In addition, we are just completing a new classroom block which will provide four classrooms for academic work, together with space for a Domestic Science class.

The reference in the letter "at Kamloops the whole school operates on the half-time system", refers to the usual practice in many residential schools of giving academic classroom work during half the day, and during the other half of the day the older pupils receive industrial instruction.

With reference to the Red Pheasant Indian Day School, there was a teacher in charge of this school to June 30th, 1949, at which time the teacher resigned.

....2

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Indian Affairs. (RG 10, Volume 6002, File 1-1-1, part 8)
School Files

Every effort was made to engage a new teacher for the academic year 1949-50 but we were unable to secure one during the period September 1st to December 31st, 1949. However, a teacher was engaged and began duties effective January 1st, 1950, and this day school has been in regular operation since that date.

PP/ST

Philip Phelan,
Chief, Education Division

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Indian Affairs. (RG 10, Volume 6002, File 1-1-1, part 8)
School Files

1-1-1

(2)

June 22, 1950.

Memorandum:

Mr. MacKAY.

Vocational Education

Since the appointment of a Supervisor of Vocational Education in 1940, there has been a steady increase in the vocational education offered in Indian day and residential schools. We are now hiring manual training instructors and domestic science teachers at many of the residential schools and in the larger day schools.

The number of Indian children who are receiving professional and trades training after they leave our schools is also on the increase. In the academic year now ending there were 5 Indian children attending Normal School, 7 attending Nurses' Training Schools, 6 in Nurses' Aide Classes, 20 in Commercial and Business Classes and 8 attending Trades Training Schools. We have already received and approved a number of tuition grant applications for Indian pupils now finishing high school and who wish to enroll in professional and vocational classes next year. There has been a noticeable increase in those who intend to undertake Trades Training.

Bernard F. [illegible],
Superintendent of Education.

[illegible]/Ka

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CANADA

Indian Affairs. (RG 10, Volume 6002, File 1-1-1, part 8)
School Files

1-1-1

(c)

June 22, 1950.

Memorandum:

COLONEL ACLEOD

Vocational and Commercial Education

Question asked by Mr. Noseworthy - pages 3713 - 3714 of Hansard.

Since the appointment of a Supervisor of Vocational Education in 1940, there has been a steady increase in the vocational training offered in Indian day and residential schools. We are now hiring 50 manual training instructors and domestic science teachers at our various day and residential schools. In other cases we are co-operating with the provinces in the visits of county and township vocational instructors.

The number of Indian children who are receiving professional and trades training after they leave our schools is also on the increase. In the academic year now ending there were 5 Indian children attending Normal School, 7 attending Nurses' Training Schools, 6 in Nurses' Aide classes, 20 in Commercial and Business Classes and 8 attending Trades Training Schools. We have already received and approved a number of tuition grant applications for Indian pupils now finishing high school and who wish to enroll in professional and vocational classes next year. There has been a noticeable increase in those who intend to undertake Trades Training.

There are now 5 Indian children in Grade 13 in provincial schools and 5 in first year university (which is the equivalent of grade 13 in some provinces).

Bernard F. Neary,
Superintendent of Education.

BFN/mj

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Indian Affairs. (RG 10, Volume 6002, File 1-1-1, part 8)
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1-1-1

(E)

, June 21, 1950.

Memorandum:

COLONEL ACLAND

Permanent Appointments

It has been brought to my attention that a number of Departments are now proceeding with appointments to permanent classification for temporary civil servants who were formerly advised that they could not be so classified due to a number of veterans who had not yet received permanencies.

I would appreciate definite information being obtained upon such action by other Departments and would like to know whether this Department is proceeding with any such classifications. If so, you will find that I have already made specific recommendations concerning certain of the staff of this Division.

Bernard F. Neary,
Supt. of Indian Education.

BFN/MvoN

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Indian Affairs. (RG 10, Volume 6002, File 1-1-1, part 8)
School Files

Name of School	Address	No. of Rooms	No. of Teachers
Millbrook	Truro, N.S.	1	1
Indian Cove	Pictou Landing, N.S.	1	1
Sydney	Canadian, N.S.	1	1
Salmon River	St. Peter's, N.S.	1	1
Middle River	Baddeck, N.S.	1	1
Shubenacadie	Shubenacadie, N.S.	4	6
Eskasoni	Christmas Island, N.S.	6	7
Shubenacadie (Residential)	Shubenacadie, N.S.	4	5

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CANADA

Indian Affairs. (RG 10, Volume 6002, File 1-1-1, part 8)
School Files

1-1-1 (E6)

, June 27, 1950.

Dear Miss Browne:

I have your letter of June 9th in connection with our Indian School Bulletin and the list of Indian schools in Nova Scotia.

I am glad to hear that you are interested in our Indian Bulletin, and I shall arrange to have your name placed on the mailing list.

Attached you will find a list of our Indian schools in Nova Scotia, showing the address, the number of classrooms and the number of teachers in each.

I hope that this is the information you require.

Yours sincerely,

Bernard F. Neary,
Supt. of Indian Education.

Miss Elizabeth O.R. Browne, R.N.
Director, Junior Red Cross,
Nova Scotia Division,
71 Morris St.,
Halifax, N.S.,

MFT/HH

Indian Affairs. (RG 10, Volume 6002, File 1-1-1, part 8)
School Files

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PDR
1-1-1

EDUCATION OF THE INDIANS.

From the time of the Recollect Fathers in 1616 until Confederation formal education of the Indians was limited almost entirely to missionary activities of the churches. In lower Canada there were day schools in Lorette, St. Regis and Pierreville and residential schools in Chateauguay, Christieville and St. Sulphice Seminary where general education and some instruction in farming were offered. In Upper Canada some 40 schools were established mostly by the Wesleyan Methodist and Roman Catholic churches. In Western Canada the churches took the initiative but as in the East received some financial support from the Government and associations of Indian band councils.

In 1868 Indian Affairs were placed under the direction of the newly-created Department of the Secretary of State and transferred five years later to the Department of the Interior. In 1894 the Indian Act was amended to provide for compulsory attendance and the establishment of industrial boarding schools which are conducted under the auspices of the churches. In 1948, 45 such schools were conducted by the Roman Catholic Church, 16 by the Church of England, 8 under the United Church and 2 under the Presbyterian. The day schools were provided by the government.

The Indian schools follow the curricula of the province in which they are located with emphasis on languages, reading, domestic science, manual training and agriculture.

In 1947-48 there were a total of 365 Indian schools in operation, including 73 residential schools with an enrolment of 8986, and 285 day schools with an enrolment of 10,982 Indian pupils and 7 combined public and Indian schools with 133 Indian pupils enrolled. The total enrolment of Indian pupils was 20,101 in 1947-48, the average attendance about 80.34 p.c. of the enrolment. High school work was taught in some of both the day and residential schools. The sum of $3,614,804.04 was expended on Indian education during the year.

A large number of Indian pupils are now attending provincial schools and a survey is now being made to determine the actual statistics. In many cases the fees are paid by the Indian parents and the Department has previously had no record of such attendance.

Indian Schools:

The Governor in Council has placed Indian schools under the duties of the Department of Mines and Resources, (Indian Affairs Branch).

The Crown may establish day schools on any Indian reserve and provide Industrial or boarding schools for the children of any reserve or other designated territory.

The Crown may declare as an industrial or boarding school any school or institution whose managing authorities have entered into a written agreement with the Minister to admit Indian children and provide them with board, lodging and instruction

The Minister is empowered to prescribe standards for buildings, equipment, teaching, discipline and inspection of the schools and may provide for the transportation of Indian children to and from the boarding or industrial schools and for the annual vacations.

Indian Affairs. (RG 10, Volume 6002, File 1-1-1, part 8)
School Files

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The Chief and Council of any band have the right to inspect any school in which the band has children, at such reasonable times as are agreed to by the Indian agent and principal.

Every Indian child between the full ages of seven and sixteen years, who is physically able to, shall attend such day, industrial or boarding school as designated by the Minister for the full period the school is conducted. Whenever it appears that an Indian child should be retained in school for a longer period, the Minister may direct that such child remain in school up to but not beyond the full age of 18.

No Protestant child shall be assigned to a school under Roman Catholic auspices and no Roman Catholic shall be assigned to a school under Protestant auspices.

The Minister may appoint any officer or person as truant officer, vest him with the powers of a peace officer and the privilege of entering any place where he has reason to believe there are Indian children of school age, or when requested by a teacher, chief or Indian Agent. He shall warn the truants and their parents or guardians in writing. After three days notice such parent or guardian on complaint of the truant officer is liable to a fine of $2 and costs or ten days or both and such child may be arrested and conveyed to school.

Absence is excusable when such child is unable to attend because of sickness or other unavoidable cause; has passed the entrance examination; has been temporarily excused by the Indian agent or teacher to assist in husbandry or necessary household duties.

The Governor in Council may take the land of any Indian for school purposes upon payment of such compensation as is agreed upon or determined by the Minister.

Every member of the Royal Canadian Mounted Police and any constable on an Indian reserve shall be a truant officer.

The Chief or Chiefs of any band in council may, subject to confirmation by the Governor in Council decide the religious denomination to which the teacher of the school in the reserve shall belong. If the majority of the band belong to any one religious denomination the teacher shall belong to the same. With approval a Roman Catholic or Protestant minority may have a separate school established.

Such council may also make rules and regulations as to the construction and repair of school houses, council houses and other Indian public buildings and the attendance at school of children between the ages of 6 and 15. In practice this is seldom done.

Tuition grants are provided to enable Indian children to receive higher education. A special tuition grant application form is completed and signed by the teacher and Indian superintendent. On this form is indicated the amount to be provided by the parents and the sum required from the department. As a result of this aid Indian pupils and adults are now enrolled in practically every type of educational institution from universities to trade schools. Officials are stressing the necessity of vocational guidance and are pointing out the need for more Indians in two professions particularly, teaching and nursing. There are now some forty qualified Indian teachers and an increasing number enrol in Normal Schools each year. These teachers are proving successful and a few are now teaching in provincial schools.

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Indian Affairs. (RG 10, Volume 6042, File 1-1-1, part 8)
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Free textbooks and school supplies are provided for Indian pupils and teachers requisition for such supplies annually.

The position of Indian Welfare Teacher was created to assist in improving living conditions for the Indians on isolated reserves. It will give recognition to those teachers who: form Homemakers' Clubs, Institutes, etc.; sponsor community recreation of all kinds; encourage home gardening and home improvement clubs, endeavour to improve living conditions, encourage adult education and co-operate with Indian agents, doctors, and nurses in administration. Such teachers will be allowed the usual Civil Service holidays consisting of eighteen days a year and statutory holidays. Each three years they may be granted seven weeks to attend summer school.

Academic Year.

The school term consists of 195. days. Holidays include Saturday, Labour Day, Thanksgiving, Remembrance Day, Victoria Day and the King's Birthday, Christmas vacation and Easter vacation of about 10 days each, and the longer summer vacation from the end of June to the day after Labour Day. Roman Catholic Indian Day schools are allowed three Holy Days extra. The summer holidays may be changed to some other time on the recommendation of the local Indian agent and with approval of the Department. Schools may be closed for epidemics, local fairs or Teachers' Conventions.

TYPES OF INDIAN SCHOOLS.

As indicated previously there are two main types of schools, namely day and residential . The latter type of school is necessary because of the nomadic nature of certain Indian tribes and because of the type of occupation followed by them such as trapping, fishing, etc.

In addition, there are two other categories namely seasonal and hospital schools. As the name implies the seasonal schools are operated for three of four months in the year only, usually in the summer. They are provided for Indians whose main occupation is trapping and who live in the bush except for a few months in the summer when they come out to the trading posts. There are now twenty-five such schools mainly in Quebec, Ontario and Manitoba. The teachers are usually male University students who are planning on teaching or medical careers.

With the entire approval and cooperation of the doctors in charge, patients in seven Indian hospitals in Western Canada now "go to school". Qualified school teachers are attached to the staffs of Indian hospitals at Millar Bay, Coqualeetza and Nanaimo in British Columbia; Edmonton, Alberta and Brandon, Dynevor and Clearwater Lake, Manitoba. Later others will be placed at North Battleford and Fort Qu'Appelle, Saskatchewan.

TEACHERS IN INDIAN SCHOOLS.

As previously indicated, the Indian residential schools are operated by denominational authorities for the Department, therefore all the teachers in them are appointed and paid by these churches. The Department can recommend the dismissal of any such teacher whose work is found to be unsatisfactory.

In the Indian day schools the teachers are appointed by the Department. Greatly concerned by the difficulty in obtaining qualified and experienced teachers, it has recently made a distinct effort to attract a better calibre of teacher. In September 1947, a salary schedule was introduced, similar

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to those in effect in various provincial departments of education. Shortly after, Indian day school teachers were made eligible to contribute to the Civil Service Superannuation Fund as permanent civil servants when qualified. As a result there was, in one year (1948) an increase of 20% in the number of qualified teachers and a corresponding decrease in the non-qualified teachers.

SALARY SCHEDULE FOR INDIAN DAY SCHOOL TEACHERS.

A salary schedule for Indian day school teachers was approved by the Treasury Board in 1947. Salaries are based on qualifications and experience and provision is made for the Indian school teacher who teaches 10 months a year and the Indian Welfare teacher who conducts school for 10 months but remains on the reservation for 12 months with 18 days holidays as in the Civil Service. The welfare teachers are posted on isolated Indian reserves located at some distance from the nearest Indian Agent and in Indian hospital schools.

The salary ranges are as follows:

			Welfare Teacher	
Teacher Indian School,	Grade I	$1020-1320	Grade I	$1260-1860
"	" II	$1440-1920	" II	$1920-2400
"	"III	$1500-2200	"III	$2280-3000
"	" IV	$1800-2520	" IV	$2340-3060

The grades should not be confused with the practice in many provinces of classing teachers with the minimum qualifications, possibly Grade X plus normal as third class while first class refers to teachers with senior matriculation and normal training.

Grade I teachers are those holding third class certificates and teaching permits. They are hired during the present teacher shortage and Departmental policy is to replace them with Grade 2 and Grade 3 teachers when such teachers are available.

To qualify for a Grade II under this classification teachers must have junior matriculation or its equivalent and have completed a teachers' training course (Second Class Certificate). Grade III teachers must have high school matriculation or its equivalent and normal school training (First Class Certificate) or be classed as a specialist with a First Class Certificate in Industrial Arts, Household Science, Agriculture etc.

For a Grade IV certificate teachers must hold a High School Teachers' Certificate or its equivalent or a specialist high school certificate in Industrial Arts, Household Science, Agriculture etc., and spend 50% or more of their teaching time in high school subjects.

The above categories salaries begin at the lowest level with some ten increments for experience but credit is also given for improved academic standing. Increments in all cases are $60. each.

Salaries for Indian Welfare teachers are for a twelve month year and are as indicated above. The regulations for these teachers are as for the above groups. Provision is made for them to improve their standing through correspondence courses and a leave of 7 weeks each 3 years is allowed during which they will take courses in social welfare, child psychology or related topics in a Canadian or American University or school recognized by the Indian Affairs Branch.

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Indian Affairs. (RG 10, Volume 6302, File 1-1, part 2)
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Principals are classed as Grade I, Grade II, supervising Grade III and supervising Grade 4 with salary ranges of $1620-2340, $1740-2460, $1980-2700, $2100-2820. Grades I, 2 and 3 must have a first class teaching certificate. Grades 1 and 2 must have at least 3 years of succe sful teaching experience. Grade 3, 6 years or more.

A Grade I principal must supervise 3 or 4 classrooms. A Grade II, five or more classrooms. A Grade III (Supervising Principal) up to 11 classrooms and a Grade IV (Supervising Principal) 12 or more. The Grade IV principal must have a high school teachers' certificate and 8 years experience.

These last two categories of principal are often responsible for the supervision of all the day schools on a reserve.

Five years experience may be allowed for teaching experience in public schools outside the Indian Affairs Branch.

English speaking teachers shall be employed in English - speaking schools and French-speaking in French-speaking schools.

<u>Superannuation:</u>

Teachers who receive permanent appointment become permanent civil servants and automatically contribue under the Civil Service Superannuation Act. Such teachers are required to take a physical examination and may elect to make contributions for past service, provincial pensionable service and war service. Day school teachers ith valid certificates and two years successful teaching in the Indian schools can make application to become contributors under the Civil Service Superannuation Act.

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School Files

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CRAWLEY COMMENTARY

Crawley Films Limited

Film Producers and Distributors — *19 Fairmont Avenue, Ottawa, Canada.*

12 June 1950

Agencies Swing Towards Film Medium

We don't know whether it is caused by the advent of TV film production (see attached item from Advertising Age), or the fact that every account executive of every agency regularly receives this newsletter, or even because we make quality films on reasonable budgets, but we certainly notice a decided increase in the number of film production contracts placed with us through advertising agencies.

Either just completed or presently in production are nine films for these seven well-known agencies - Cockfield Brown, J.J. Gibbons, James Lovick, McKim Advertising, Spitzer & Mills, Walsh Advertising, and Young & Rubicam.

Leading agencies in Canada, the United States and England are becoming extremely film conscious. They realize that only film can guarantee ten to thirty uninterrupted minutes of the public's concentrated time. They realize that this can be delivered for only a few cents per person through the vast network of 400 Canadian film libraries and councils. And they realize that films can dramatize a product, a plant or a plan and thus move people to action.

Many agencies now employ their own film experts and departments as liaison between their client and the producer. Many U.S. agencies group Film and TV into the same department and this may well be the pattern here. We like working with such agencies - through them industry is sponsoring more and better films which increase production and distribution and provide a higher standard of life for us all.

Canadian Sport Films Available

Last year we were privileged to produce the films of Canada's two top sporting events - the football and the golf championships.

"Parade of Champions", Neilson's exciting colour film of the Grey Cup Football Classic, is getting terrific distribution from coast to coast and there's a great deal of comment about the freeze frame technique used to explain the T-formation. The film is available to schools, clubs and groups of all kinds in either English or French from your nearest community film library or direct from the Distribution Department of Crawley Films Limited, Ottawa.

And if you golfers want to lower your handicap, get your club to ask us for "Par Breakers", the dramatic story of the winning of the 1949 Seagram Gold Cup! Not only do you see the hole-by-hole story of Dutch Harrison's driving finish, but the film features a golf clinic with some of the world's best-known golfers demonstrating their specialty shots.

Operation Holidays

In the interest of production efficiency this H.Q. will close for staff holidays at 1700 hours Friday June 30 and reopen at 0830 hours Monday July 17. A small rear party will remain, but the studio, the service department and the equipment sales division will be closed.

PUBLIC ARCHIVES
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CANADA

Indian Affairs. (RG 10, Volume [illegible], File [illegible], part 5)
School Files

Business Film Survey

Business Screen Magazine of Chicago reports the significant results of their extensive survey of business films in the United States.

The average business film runs 25 minutes, although most films made for public showings do not exceed 20. 58% are in colour.

The main classifications of sponsors come in this order: electrical manufacturers, petroleum refineries and distributors, railways and airlines, public utility companies, health associations. Other leading sponsoring industries are farm implements, chemicals, automobiles, banks, insurance companies and building equipment.

58% of business films are produced for the general public or consumers.
26% produced for definite prospects or prospective customer groups only.
10% for salesmen and dealers only.
6% for sponsor's employees only.
3% created for the schools alone.
2% created for stockholder showings.

Is This a Fair Question?

If you had gathered together an important group of men and women to whom you very much wanted to put across your advertising or public relations story, which method would you prefer to use?

1. Give them pamphlets and papers to read on the subject.
2. Talk to them about it through a loud speaker.
3. Screen for them a sound colour film dramatizing your story.

You would?

Well then, why not?

Five-Second Items

R.C.A.'s General Sarnoff predicts that 9 million homes will have TV by the end of this year and that within five years TV will be a $3 to $5 billion industry.....More than 4,000 businesses in the United States have public relations men or departments.....Dynamic and charming Kate Aitken, well known radio commentator called "the world's busiest woman", in the studios last week starring in a new film "Pride of Possession" for Central Mortgage and Housing Corporation..... designed to show steps in obtaining C.M.H.C. house building loans, film is to be premiered at the Canadian National Exhibition.....sequences were shot at C.K.C.Y. which promptly aired what may be the first actuality broadcast of a film being shot in a radio station.....youth and experience make an effective combination - of the 45 men and women on our staff, none are over the age of 42 - yet they combine a total of over two centuries of film experience!

Yours very truly,

Graeme Fraser,
Assistant General Manager.

PUBLIC ARCHIVES
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Indian Affairs. (RG 10, Volume 6765, File 1-1-1, part 2)
School Films

PRECISION
FILM LABORATORIES, INC.
21 WEST 46TH STREET
NEW YORK 19, N. Y.
JUDSON 2-3970

Here's something we thought you'd be interested in reading —

Advertising Age, March 13, 1950

All TV Shows on Film Soon, Says Y&R's Telford

NEW YORK—Within a year nearly all TV shows will be on film.

This is the prediction of Frank Telford, producer-director of "Silver Theater" (CBS), who is demonstrating that a filmed telecast need not be more expensive than a live one.

Young & Rubicam recently sent Mr. Telford to Hollywood to work with the Jerry Fairbanks studio on the filming of the 30-minute International Silver dramatic telecast. Filming the show, which had been carried live since its inception last fall, was viewed as a strictly experimental move.

International Silver and Y&R were so pleased with the experiment that the show will be filmed in Hollywood for the remaining 13 weeks of the current season. Talent-production cost for the telecast will remain $7,500 weekly.

■ Careful planning, which has made possible efficient use of everybody's time, has enabled the show to switch from live to film without increased production expenses, Mr. Telford explained.

"We know what we want before we start shooting. And we use the television technique of shooting with three cameras simultaneously," he said. "Films in the past have been very expensive because they made 30 or 40 shots and then decided what they wanted. We decide what we want, then take one shot."

Mr. Telford's reasons for seeing films especially made for TV as an important factor in the future of video go much further than the cost aspects, however

"On film, things that can't be done on live television become routine. It's a superior method which enables you to eliminate the mistakes that would go on the air in a live show. We can concentrate on one segment at a time Only two days of rehearsal are required compared with the seven days we spent rehearsing the show for live TV," he said.

"There is another very important consideration. When you film a show, you own it. It's your property; you can take it out of a drawer later and repeat it when TV's circulation has changed sufficiently. This, of course, makes such a show an even better investment for a sponsor."

16 MM FINE GRAIN PROCESSING
SOUND AND COLOR

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Indian Affairs. (RG 10, Volume 6810, File 1-1-1, part 1)
School Files

2 pp

1-1-1

[illegible] Training Council

June 1, 1[illegible]

[illegible]

[illegible]

(1) an educational profile of the Civil Service in its various classifications and grades, (2) the need for scholarships for Civil Servants (3) how much money is being spent on education from the Federal Treasury and how is it being spent? (4) recommendations to the Civil Service Commission on such matters as classifications, educational qualifications, etc.

The Group should decide what should be given priority. Dr. Ault suggested that a Research Committee might be set up within the Group.

Your Group Executive recommends the first topic for research the following:

> "What is being done by the Canadian Government in (a) Education and (b) Training, and what is the cost of such services?"

A dinner meeting will be held on Monday, June 12, 1950 commencing at 7 P.M. in the Buccaneer Room of the Chateau Laurier Hotel, 200 Queen Street. The price of the meal will be according to menu and should not exceed $1.75. Your executive is experimenting with various places by way of finding a suitable one for dinner meetings and would appreciate your comments and suggestions for future meetings.

The entire program for this meeting will be devoted to Staff training and will be in three parts: Orientation; Staff Relations and Public Relations, including actual demonstration of methods of instruction.

Your Executive particularly desires to have as large an attendance as possible at this meeting as it will be the last one of this season.

E.N. Grantham,
Group Secretary-Treasurer.

Mr. A.W. Crawford,
Group Chairman,
Department of Veterans Affairs,
Daly Building Annex, Ottawa,
Phone -- 7828

Mr. E.N. Grantham,
Group Secretary-Treasurer,
Department of Resources and Development,
Norlite Building, Ottawa,
Phone -- 3003

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EXCLUSIVE CONNECTION WITH WESTERN UNION CABLE SERVICE
CORRESPONDANCE EXCLUSIVE AVEC WESTERN UNION CABLE SERVICE

FORM 6109-B

CANADIAN NATIONAL TELEGRAPHS

W. M. ARMSTRONG
GENERAL MANAGER GÉRANT GÉNÉRAL
TORONTO

Send the following message subject to the terms on back hereof, which are hereby agreed to
Veuillez expédier la dépêche suivante aux conditions mentionnées au verso auxquelles je consens par les présentes

IS YOUR MESSAGE COMPLETE? EXTRA WORDS COST ONLY A FEW CENTS
VOTRE MESSAGE EST-IL CLAIR ET COMPLET? LES MOTS SUPPLÉMENTAIRES COÛTENT A PEINE QUELQUES CENTS

PUBLIC ARCHIVES
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CANADA

P.A. 50 — 1-1-1 (r)

C/103-4-1

Ottawa, July 3, 1950.

Memorandum:

THE DIRECTOR

Dominion-Provincial Conference

Reference your memorandum of June 21

This Division is of course primarily interested in continuing and expanding co-operation with provincial departments of education in the promotion of agreements for the education of Indian children in association with other children.

You will recall that Colonel Vertier mentioned that this topic should be included in a future Dominion Provincial Conference.

We do not have any committees functioning on this matter at the present time.

Bernard F. Neary,
Superintendent of Education.

BFN/KV

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School Files

1-1-1

(E)

, June 21, 1950.

Memorandum:

COLONEL ACLAND

Permanent Appointments

It has been brought to my attention that a number of Departments are now proceeding with appointments to permanent classification for temporary civil servants who were formerly advised that they could not be so classified due to a number of veterans who had not yet received permanencies.

I would appreciate definite information being obtained upon such action by other Departments and would like to know whether this Department is proceeding with any such classifications. If so, you will find that I have already made specific recommendations concerning certain of the staff of this Division.

Bernard F. Neary,
Supt. of Indian Education.

BFN/MvcN

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School Files

1-1-1( )

, June 24, 1950.

Mr. W.J.F. Pratt,
Deputy Minister's Office,
Department of Citizenship and Immigration,
Woods Building, Ottawa.

Dear Mr. Pratt:

Please find enclosed the Employee questionnaire and Oath of Allegiance Forms completed by our various Indian Day School teachers in accordance with Personnel Regulations.

Sincerely yours,

Bernard F. Neary,
Superintendent of Education.

BFN/AM

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THE CANADIAN RED CROSS SOCIETY

NOVA SCOTIA DIVISION

71 MORRIS STREET, HALIFAX

JUL 10 1950

Mr. Bernard F. Neary
Superintendent of Indian Education,
Department of Citizenship and Immigration,
Ottawa, Ontario

Dear Mr. Neary:

Thank you very much for your letter and the list of Indian Schools in Nova Scotia.

I appreciate very much you putting my name on your mailing list.

Please let me know if there is any way in which Junior Red Cross can be of help to you in furthering the cause of our Indians in Nova Scotia. We shall try to encourage 100 % enrolment in Junior Red Cross. Some schools are already active, good members.

Yours sincerely,

Elizabeth C. R. Brown, M.D.,
Director, Junior Red Cross,
Nova Scotia Division.

ECRB:Eb

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The Canadian Home and School and Parent-Teacher Federation

1-1-1
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OFFICE OF THE EXECUTIVE SECRETARY
4373 WEST 12TH AVENUE
VANCOUVER, B. C.

· 8th , 1 r e 1950

PRESIDENT:
MRS. W. K. COLIN CAMPBELL
90 BALSAM AVENUE
TORONTO, ONTARIO

VICE-PRESIDENTS:
MRS. J. D. ARROWSMITH
9 HUMBERVIEW ROAD
TORONTO, ONTARIO

MR. G. F. BRUCE
11145 - 90TH AVENUE
EDMONTON, ALBERTA

MRS. A. E. CONNELL
BOX "C"
WOODSTOCK, NEW BRUNSWICK

TREASURER:
MR. A. R. COLMAN
4866 WILSON AVENUE
MONTREAL, QUEBEC

OFFICIAL PUBLICATION:
"CANADIAN HOME AND SCHOOL"
EDITOR:
MRS. J. D. TAYLOR
101 DRUMORE CRESCENT
HAMILTON, ONTARIO

EXECUTIVE SECRETARY:
MRS. K. G. KERN
4373 WEST 12TH AVENUE
VANCOUVER, BRITISH COLUMBIA

Department of Indian Affairs,
O T T A W A
Canada.

Dear Sirs:

At the 13th Convention of the Canadian Home and School and Parent-Teacher Federation, the following resolution was passed unanimously:

> "Be it resolved that the Department of Indian Affairs be urged to provide educational facilities for all Indian children as far as High School graduation."

We shall be glad to receive your comments on this matter. Thanking you in advance,

Very truly yours,

M. Kathleen Kern

Mrs. K.G. Kern,
Executive Secretary.

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1-1-1

(E)

July 12, 1950.

Mrs. K. G. Kern,
Executive Secretary,
The Canadian Home and School and
Parent - Teacher Federation,
4373 West 12th Avenue,
Vancouver, British Columbia.

Dear Madam:

I have for acknowledgment your letter of June 28 concerning the recent resolution passed at the 13th convention of the Canadian Home and School and Parent-Teacher Federation.

As our recent annual reports will indicate, we are endeavouring to provide high school education for an increasing number of Indian children. This is often very difficult, due to the isolated location of many of the reserves from which these children come. In many cases we bring the children to towns and cities where they board while attending high schools, technical schools, and normal schools.

There are now 465 children attending secondary grades in provincial and private schools. In our own schools we have a total of 369 children. This raises the total of Indian children attending secondary schools and universities to 834 for the 1949-50 academic year as compared with 661 pupils in the 1948-49 academic year.

Yours sincerely,

Bernard F. Neary,
Superintendent of Education.

BFN/EM

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FIELD SERVICE

CANADA

DEPARTMENT
OF
CITIZENSHIP AND IMMIGRATION
INDIAN AFFAIRS BRANCH

PLEASE QUOTE
FILE 57/2-32

7079

Lennox Island, P. E. I.
July 21, 1950.

Superintendent, Indian Education,
Indian Affairs Branch,
Department of Citizenship and Immigration,
Ottawa, Ontario.

Re: Catholic Indian Day School Teachers

Redently we have been receiving letters from various students, with college degrees, concerning the above noted.

The only information that I could supply was the 1949 Revised Salary Schedule with no promise or any of the information they required.

Please advise if additional information can be had, if so, forward same as soon as possible, or advise what action I should take in advising these students.

G. E. Kennedy,
SUPERINTENDENT,
P.E.I. Indian Agency.

REGISTERED
JUL 24 1950

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1-1-1

(E)

, July 27, 1950.

Mr. G.E. Kennedy,
Supt. of Indian Agency,
Lennox Island, P.E.I.

Catholic Indian Day School Teachers

Ref. your 57/2-32 of July 21

The questions which teachers might ask are so numerous that the practice in the Department is to refer all such matters to the Education Division. The salary schedule is contained in the September, 1949 issue of the Bulletin but we require a completed application form before a specific salary is quoted to a teacher. This is due to the fact that provinces differ in the granting of teaching certificates of various classifications.

Bernard F. Neary,
Supt. of Indian Education.

BFN/MMcN

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#2 Page 6

[illegible]

Fiscal Year Ending March 31, 1[illegible]0

Provinces	Grades								
	I	II	III	IV	V	VI	VII	VIII	Totals
Prince Edward Island	-	-	-	-	1	-	-	-	1
Nova Scotia	2	4	1	5	4	7	1	1	25
New Brunswick	3	3	3	4	3	7	4	4	31
Quebec	13	6	1[illegible]	9	12	21	22	16	1[illegible]9
Ontario	53	61	54	44	46	25	24	17	324
Manitoba	15	13	1[illegible]	1[illegible]	4	5	-	1	5[illegible]
Saskatchewan	2[illegible]	13	1	1[illegible]	6	2	3	1	69
Alberta	9	7	7	5	[illegible]	3	3	2	42
British Columbia	113	[illegible]2	[illegible]	63	42	41	30	26	495
Yukon	5	6	5	5	-	-	-	-	21
U. S. A.	1	1	1	1	-	-	-	1	5
Totals	23[illegible]	[illegible]6	1[illegible]	1[illegible]	1[illegible]	1[illegible]	7	69	1,1[illegible]

Indian Affairs. (RG 10, Volume 6002, File 1-1-1, part 8)
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CANADA

KODAK SAFETY FILM

Table #3

[illegible]

Fiscal Year Ending March 31, 1950

Provinces	Grades IX	X	XI	XII	XIII	University 1st Yr.	2nd Yr.	3rd Yr.	4th Yr.	Normal School	Nurse Training	Nursing	Commercial	Trades	Blind Deaf Dumb Auxiliary	Others	Not Graded	Total
P. E. I.	-	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1
N. S.	1	-	2	-	-	-	-	-	-	-	1	-	-	-	-	-	-	4
N. B.	6	5	6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	17
P. Q.	16	6	2	2	-	1	1	2	-	2	2	2	7	4	2	-	-	49
Ont.	78	54	25	13	2	1	-	-	-	3	4	-	11	-	7	16	-	218
Man.	21	18	7	1	-	-	-	-	-	-	-	-	-	1	-	1	-	49
Sask.	4	3	1	-	-	-	-	-	-	-	-	-	-	1	1	1	-	11
Alta.	10	2	4	2	-	1	-	-	-	1	-	4	-	-	-	-	-	24
B. C.	27	12	14	1	3	2	3	-	2	-	-	-	1	-	2	2	-	32
U. S. A.	1	1	-	-	-	-	-	-	-	-	-	-	1	-	-	7	-	10
Totals	164	102	61	35	5	5	4	2	2	5	7	6	20	6	12	27	-	465

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AS OF JULY 31, 1950

POSITION AND ESTABLISHMENT OF INDIAN SCHOOLS

(Three Residential Schools Included)

PROVINCE	TOTAL ESTABLISHMENT	VACANCIES	TOTAL TEACHERS	TOTAL PERMANENT TEACHERS	TOTAL TEMPORARY TEACHERS	FULL TIME TEMPORARY	PART TIME TEMPORARY	COMBINED	SEASONAL
P.E.I.	2 (2+0S)	0	2	0	2	2	0	0	0
N.S.	22 (22+0S)	1 (1+0S)	21	1	20	20	0	0	0
N.B.	14 (14+0S)	0	14	0	14	14	0	0	0
P.Q.	67 (54+13S)	3 (2+1S)	64	0	64	48	2	2	12
ONT.	153 (134+19S)	8 (7+1S)	145	13	132	110	3	1	18
MAN.	78 (76+2S)	12 (12+0S)	66	3	63	56	2	3	2
SASK.	51 (49+2S)	11 (11+0S)	40	3	37	35	0	0	2
ALTA.	29 (29+0S)	7 (7+0S)	22	0	22	22	0	0	0
B.C.	112 (110+2S)	31 (29+2S)	81	3	78	77	1	0	0
N.W.T.	13 (12+1S)	6 (6+0S)	7	0	7	6	0	0	1
YUKON	10 (8+2S)	3 (2+1S)	7	0	7	5	1	0	1
TOTAL	551 (510+41S)	82 (77+5S)	469	23	446	395	9	6	36

N.B. Actually teaching - 35 Welfare Teachers and 36 Seasonal Teachers.

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Coopers Hill Training College,
Englefield Green.
Egham - Surrey.

Aug 11th/52

11846

To Colonel Meany

Dear Sir.

I am a student at the above college and we are getting up an educational project depicting the life of a Canadian fur trapper in a Red Indian settlement.

I should be so grateful if you could give me any information or pictures re back-ground dress and ways of living

I do hope you will excuse my taking the liberty to write to you but your address was given to me by a Canadian visator from British Columbia, whom I met recently.

I am looking forward to hearing from you and should be most pleased if you could help in this matter

Yours faithfully
(Miss) A. B. Reeve.

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Indian Affairs. (RG 10, Volume 6002, File 1-1-1, part 8)
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POOR COPY

1-1-1 (L)

August 18th, 1950.

Miss A.B. Rowe,
Coopers Hill Training College,
Englefield Green,
Egham - Surrey, England.

Dear Miss Rowe:

I have for answer your letter of August 10th, 1950, and am sending you attached a booklet which I hope will help you on the educational project you described in your letter.

Sincerely yours,

Bernard F. Neary,
Supt. of Indian Education

BFN:T
Attach.

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School Files

P. - 1-1-1

42115-9-2
1-1-1
(E)

August 23, 1950.

Memorandum:

THE DIRECTOR

Indian Association of Alberta

RESOLUTION - Cold Lake:

The Education Division officials are not prepared to recommend the erection of a residential school at Cold Lake, Alberta. The Blue Quills Residential School is only 75 miles from this reserve and with the building of day schools at Goodfish Lake and Frog Lake, these Cold Lake children could be admitted to this residential school.

We have previously had our field officials discuss with the Indians the possibility of erecting a day school on the Cold Lake Reserve. To date, they have not been in favour of such a move.

RESOLUTION - Samson's Reserve:

This resolution requests a non-denominational school on the Samson's Reserve. Under the present Indian Act it is not possible to establish such a school.

Bernard F. Neary,
Superintendent of Education.

BFN/EM

Indian Affairs. (RG 10, Volume 6002, File 1-1-1, part 8)
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PUBLIC ARCHIVES
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NUMBER OF DAY SCHOOLS OPERATED AND NUMBER OF TEACHERS EMPLOYED BY INDIAN AFFAIRS BRANCH

PROVINCE	1934 Schools	1934 Teachers	1939 Schools	1939 Teachers	1950 Schools	1950 Teachers
P. E. I.	1	1	1	1	1	2
Nova Scotia	10	10	10	10	8	22
New Brunswick	11	16	11	15	8	14
Quebec	29	57	31	58	27	68
Ontario	79	87	86	94	109	156
Manitoba	44	48	45	49	58	79
Saskatchewan	24	28	26	28	41	51
Alberta	2	2	2	2	26	32
British Columbia	48	52	63	68	70	114
Northwest Territories	2	2	3	3	7	13
Yukon	6	6	5	5	9	11
	256	309	283	333	364	562

30-6-50.

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NUMBER OF INDIAN CHILDREN ATTENDING PROVINCIAL ELEMENTARY AND SECONDARY SCHOOLS AND UNIVERSITIES

PROVINCE	1934	1939	1949	1950
P. E. I.			1	2
Nova Scotia	No	No	31	29
New Brunswick	breakdown	record	40	48
Quebec	by		136	158
Ontario	provinces		437	542
Manitoba			68	107
Saskatchewan			57	80
Alberta			67	66
British Columbia			458	577
Northwest Territories			-	-
Yukon			-	21
U. S. A.			7	15
TOTALS	200		1,302	1,645

13,469
1645
25.05 4

30-8-50

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E5
Multiple

CANADA

DEPARTMENT OF CITIZENSHIP AND IMMIGRATION
INDIAN AFFAIRS BRANCH

PLEASE QUOTE
FILE HQ/24-5
cc: 29/24-5

Ottawa September 23, 1950.

DA, 1-1-1

MEMORANDUM TO COLONEL NEARY:

I have been preparing my report for the September quarter and have noted among the highlights the Homemakers' Convention at Sarnia on August 3rd, 4th and 5th. I have just realized that the Indian Education Division contributed to a great extent to the success of that Convention and that I have neglected to say thank you for the use of your school rooms both at Sarnia and at Kettle Point, and the use of the Caradoc School Bus. Without the bus many of our Indian women from neighboring Reserves would not have been able to attend the sessions.

I appreciate Mr. Phelan's kindness in coming to Sarnia to address the Indian women. They did appreciate his talk. I must also thank Mr. Eisenhardt who appeared to be extremely successful in carrying out his missionary work for sports.

Thanks again for all the assistance that you so cheerfully made available.

H. B. Jones,
Superintendent - Welfare Service.

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2-10-50

The following information was phoned to Miss Johnson concerning the number of teachers as of 30-9-50:-

Seasonal - 11
Combined - 5
Part Time Temporary - 9
Full Time Temporary - 462
Total Temporary - 487
Total Permanent - 22
Total Teachers - 509
(Vacancies 63 (32+31S)
Total Establishment 572 (530+423)

N.B. SEE DETAILED STATISTICS ON SHEET ABOVE DATED OCTOBER 3, 1950, FOR ACCURATE TOTALS AND BREAKDOWN BY PROVINCES AS OF 30-9-50).

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Indian Affairs. (RG 10, Volume 6002, File 1-1-1, part 8)
School Files

AS OF SEPTEMBER 30, 1950.

POSITION ESTABLISHMENT OF INDIAN SCHOOLS

(Three Residential Schools Included)

PROVINCE	TOTAL ESTABLISHMENT	VACANCIES	TOTAL TEACHERS	TOTAL PERMANENT TEACHERS	TOTAL TEMPORARY TEACHERS	FULL TIME TEMPORARY	PART TIME TEMPORARY	COMBINED	SEASONAL
P.E.I.	2 (2+0S)	0	2	0	2	2	0	0	0
N.S.	22 (22+0S)	1 (1+0S)	21	0	21	21	0	0	0
N.B.	14 (14+0S)	0	14	1	13	13	0	0	0
P.Q.	68 (55+13S)	11 (4+7S)	57	0	57	48	2	1	6
ONT.	159 (140+19S)	18 (4+14S)	141	13	128	119	3	1	5
MAN.	80 (77+3S)	5 (2+3S)	75	3	72	67	2	3	0
SASK.	51 (49+2S)	7 (5+2S)	44	3	41	41	0	0	0
ALTA.	33 (33+0S)	4 (4+0S)	29	0	29	29	0	0	0
B.C.	119 (117+2S)	10 (8+2S)	109	3	106	105	1	0	0
N.W.T.	13 (12+1S)	2 (1+1S)	11	0	11	11	0	0	0
YUKON	11 (9+2S)	4 (2+2S)	7	0	7	6	1	0	0
TOTAL	572 (530+42S)	62 (31+31S)	510	23	487	462	9	5	11

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Dept. of Citizenship & Immigration
OTTAWA
DEC 13 1950
MINISTER'S OFFICE

Nanaimo Indian Hospital
Nanaimo B.C.

(Ref #: 1329)

Nanaimo B.C. Nov. 27th 1950

Dear Sir,

I am in Nanaimo and I see there are
one thousand Indians here and that I hope you will do
everything you can to see that
that the Indian Catholic Society
are Municipal and that they
will get Catholic Schools
Teacher. not part of any kind of
Education: but of a Catholic Education
and see that the Catholics must not
be any Denomination

RECEIVED
OCT 14 1950
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POOR COPY

For Canada Year Book

The Indians of Canada

The result of the quinquennial census of Indians completed during the fiscal year 1949-50 reveals clearly the vigor of this, the oldest, Canadian racial group and its proven ability to perpetuate itself.

Notwithstanding enfranchisements, whereby the Indian population is diminished by the provisions of the Act, there were 10,825 more Indians reported than in 1944. In that year there was a 7,308 increase over those reported in the previous census year of 1939.

It is obvious, therefore, that the Indian population, receiving increasing welfare benefits such as Family and Old Age Allowances, better housing, medical care and schooling, will continue to increase at a proportionate rate, thereby increasing administrative responsibilities year by year in no small measure.

The trend towards higher education was again apparent and increased attendance in the secondary school grades and at universities is a reflection of the progress being made in the whole field of education. In the 1948-49 school year there were six hundred and sixty-one Indian pupils attending classes above Grade VIII; this represented a considerable increase over the previous year. However, during 1949-50 eight hundred and thirty-four students attended classes above Grade VIII. This splendid record indicates not only more class-rooms and improved teaching methods but also the fact that Indian youth is taking greater interest in his own education.

The enrolment at residential schools decreased slightly over the previous year but there was an increase in the day school enrolment of 1,582. It is of interest to note that since 1947 there has been a total increase in day school enrolment of 3,111 pupils.

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During 1949-50 there were 1,180 Indian children enrolled in the elementary grades of provincial and private schools and 465 in such secondary schools. When these pupils are added to the total of those attending Indian schools it reveals that during the year 25,054 Indians attended educational classes.

The construction of new day schools continued during the year and the effect of this program can be seen in the increased day school enrolment which has risen by more than 3,000 in two years. This also materially reduced the number of Indian children for whom previously no education facilities were provided. During the year particular attention was given to the construction of schools in the northern sections of the Provinces and in the Northwest Territories.

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1-1-1

(E)

October 18, 1950.

Mr. Sylvester Charleson,
Nanaimo Indian Hospital,
Nanaimo, British Columbia.

Dear Sir:

I have for acknowledgment your letter of October 5 concerning Indian schools. This letter has been referred to me for answer by our Minister's office.

By now, you will have seen the new Bill and will have noted that the Educational clauses do not have any great changes.

Sincerely yours,

Bernard F Neary,
Superintendent of Education.

BFN/KM

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Indian Affairs. (RG 10, Volume 6002, File 1-1-1, part 8)
School Files

the NATIVE VOICE

OFFICIAL ORGAN OF THE NATIVE BROTHERHOOD OF BRITISH COLUMBIA, INC

VOL. IV. No. 8. VANCOUVER, B.C., AUGUST, 1950 PRICE 10 CENTS

The Story of "Totem Land"

–See Pages 9, 10, 11, 12



Cheerful Students at Miller Bay Hospital

ese are the boys and girls who have been attending school most of this year in Ward E of Miller Bay Indian Hos-
Mr. Wrathall, photographer of Prince Rupert, came out on School Closing Day. The boys were "dressed up" for
sion. You will see that King George and Queen Elizabeth were present and that "Little Miss Muffett" sat on her
smiled sweetly at one and all. There was also a "Big nurse" in attendance and our "lone ranger" kept a wary
ays. Names of the boys in each picture with the names and addreases of their parents in brackets, are as follows
Alfred Davidson (Alfred Davidson, Massett); Philip Stewart (George Stewart, Prince Rupert); Clyde
Johnson, Prince Rupert); Tony Wilson (Harry Wilson, Prince Rupert); Eric Ryan (Philip Ryan, V
Alfred are the King and Queen of this group.

IT: Lawrence Williams (Sam Bud Williams, Smithers); Joshua Jeffreys (Marion Jeffreys, Gree
pert Wood, Alyansh); John Milton (John Derrick, Kincolith); Jimmie Michelle (Mrs. Rose M
shua is our "Big Nurse," his size and profession achieved by pillow and cap, both of which
ton played "Little Miss Muffet" and Jimmie Michelle acted the "Lone Ranger" with great
1 LEFT: Edgar Davis (Guy Davis, Alyansh); Wilfred Adams (Mrs. Esther Adams, Alya
. B. Robertson, Kitamaat); Arthur McKay (Simon McKay, Greenville).

TOM RIGHT: George Harris (Geoffrey Harris, Kispiox); Samuel Derrick (Julius D
ne (Fred Spencer, Kitkatla).

CENTRE: Donald Tait (Albert Tait, Kispiox); Victor Emsley Bolton (Mr. Anfield, Pr
Bell, Massett); Pierre George (William George, Vanderhoof)

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POOR COPY

ntinued from Last Month

NON-TREATY CHIPPEWA INDIANS



IE PICTURE ABOVE is a photograph of the Hartley Bay Jnited Church Choir which was taken Easter Sunday. In the front row are Mr. Hever L. Clifton, the chief of the Hartley Bay people and the Missionary Captain of the "Thomas Crosby IV," Rev. Rayburn H. McColl

CLOVER LEAF

Salmon



POOR COPY

This is the concluding instalment of an article by Mr. S[illegible] which was started in our June issue. It should be noted that the material was written before this group of Chippewas signed a treaty with the federal government.

The Chippewa were visited by Peter Panyman when he travelled the North Saskatchewan river in 1790 and they traded with the Hudsons Bay Company at Acton House and the Northwest Company at Rocky Mountain House when David Thompson arrived in 1798. They continued to trade with the Hudson's Bay Company at Rocky Mountain House as long as there was a trading post kept by that Company on the north bank of the North Saskatchewan river on section 20 township 39, range 27, west of fifth and in full view of the confluence of the Clearwater and North Saskatchewan rivers. They still bring their furs to sell to the Hudson's Bay representative Henry Stelfox in Rocky Mountain House.

Families who are living in a state of abject poverty and who are in dire need of such help as suitable housing accommodation, food and clothing, ought to be suitably provided for, whether they are Indians or otherwise. If they were white people, the public would openly demand that suitable provisions be made for them and I venture to say that the Mounted Police Force in Alberta would see to it that they were cared for.

Why is it that the Noh Treaty Chippewa Indians who have not even a house to live in which they can call their own are passed by unnoticed like fallen leaves and left to wither and die.

What Can Be Done

THOSE of you who have a spark of love and kind thoughts in your hearts for those who are less fortunate than yourselves can suitably express your feeling by doing something of a material nature for these Indians. No, not by sending your old cast off clothing or broken toys but by giving lavishly of your bounty to those whom you owe a debt to which you will never fully pay.

When I think of the millions of dollars worth of oil being annually drawn from the oil resources of Alberta, it amazes me that a portion of it is not utilized for the purpose of bringing cheer to the homes of Indians who today are destitute. If the vast resources of Alberta are actually a portion of the heritage of the people of Alberta, then why is not a portion of the revenue which is derived from those resources utilized for these same Non Treaty Chippewa Indians in a manner beneficial and agreeable to them.

I don't want any of you who read this article to get the impression that the Indian Affairs Branch of the Department of Mines and Resources at Ottawa has not tried to help these unfortunate Non Treaty Chippewa Indians. The said Department, in past years, offered help in the form of food, clothing, medicines and a Reservation of Land, but such help was refused by the old Chief and his Councillors who stated that they had never been suitably compensated for the land which the English-speaking people took from them and for the buffalo and other wild life which white people exterminated on this land which the Chippewas claim to be their God-given land.

Although they have spurned help from the Indian Affairs Branch of the Department of Mines and Resources, they do appreciate help from individuals or societies which are interested in their welfare. And they do ask that the Provincial Government grant them suitable areas over which they can hunt and trap unmolested by white men so that they can carry on their own natural avocation of making a living and be in a position to buy the necessities of life for their families.

Visit to Yellowface

A FEW weeks ago, I visited the grave of my old friend and brother, "Yellowface" (Koosavate-Kwan) which is on a high spur of ground on the north bank of Prairie Creek overlooking the valley. It is a lovely spot which the old chief chose for his last resting place and is situated in a popla grove commanding a magnificen view of the surrounding countr and of the eastern slope of Rocky Mountains. It is at south east corner of the sou quarter of section 26 in 17, range 8, west of the dian, on land belongir Hudson's Bay Compar

As I stood at the grave of my old the many ple spent with h words to m before his d wayani tak Ka pima which yo gives you

As I list the water l heard the s as it struck tail: as I obs lards a short di red squirrel climbi less than a rod away, ideally suitable it is as a ing place for such a grand old man

An In

By W

Age 15, Grade 8, A

LONG, long ago, when [illegible] an Indian lived [illegible]

Once upon a time there [illegible] little boy who wanted a dr[illegible] the middle of the night. H[illegible] ther told him that there w[illegible] water in the lake and th[illegible] started to cry and he kept o[illegible] ing until it was about [illegible] in the morning. H[illegible] telling him that it [illegible] morning, then he would [illegible] get a drink. But [illegible] kept on crying and [illegible] ther got tired of [illegible] so he told him to [illegible] get some water himself.

The little boy got up a[illegible] dipper with him down t[illegible] creek. When he was ab[illegible] drink, he heard someone [illegible] him and he turned around [illegible] who it was but there was [illegible] he began to drink the water, [illegible] thing grabbed him and he s[illegible] of. His father heard him s[illegible] and [illegible] to see wh[illegible] was but there was [illegible] there he was [illegible] the [illegible] was nowhere in sight. All [illegible] and [illegible] was [illegible] ing all the men in the village on a searching party but fail find him, although they tri[illegible] go to where his voice was [illegible] from.

The boy's father kept on c[illegible] ing for his son and he trac[illegible] voice to the river bank. Th[illegible] got in a canoe and when he [illegible] the middle of the river calli[illegible] his son, he heard someone [illegible] him. He answered again [illegible] someone stepped out from [illegible] the trees whom he thought w[illegible] son. He rowed over to the [illegible] and when he saw [illegible] that of each of the men [illegible] but [illegible] that of his father he [illegible] deeper into the water until [illegible] came to rest the [illegible] shoulders. The [illegible] of sadness [illegible] he [illegible] self back into his canoe

Among the
the
Go

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An Indian Legend

By WILMA JOHNSON
Age 15, Grade 8, Alberni Indian Residential School

LONG, long ago, when I was about six years old, I was told an Indian legend by my great grandmother.

Once upon a time there was a little boy who wanted a drink in the middle of the night. His mother told him that there was no water in the house, and then he started to cry and he kept on crying until it was about four o'clock in the morning. His mother kept telling him that it would soon be morning, then he would be able to get a drink. But this little boy kept on crying and asking his mother to get him some water. This went on for a long time until the father got tired of hearing him cry, so he told him to get up and get some water himself

The little boy got up and took a dipper with him down to the creek. When he was about to drink, he heard someone behind him and he turned around to see who it was, but there was nobody there, so he thought. As soon as he began to drink the water, something grabbed him and he screamed. His father heard him screaming and got up to see what was wrong with him but when he got there he was too late, for the boy was nowhere in sight. All they could hear was his voice but they could not see him. The next morning all the men in the village went on a searching party but failed to find him, although they tried to go to where his voice was coming from.

The boy's father kept on searching for his son and he traced his voice to the river bank. Then he got in a canoe and when he was in the middle of the river, calling for his son, he heard someone answer him. He answered again until someone stepped out from behind the trees whom he thought was his son. He rowed over to the little island and when he got there, there was a little animal that looked something like a little monkey but could change itself into any kind of a figure. This animal changed itself into the man's son and led the father deeper and deeper into the woods, until they came to a spot where nobody could see them. After they were far out of sight, the animal changed himself back into his proper form

When the father didn't come back, the boy's mother went to her father, the chief, and told him that her husband hadn't come back from the search. Then the chief told his other daughter that he would go and see if he could find his son-in-law

The chief had a big dog which he left behind to look after the Indian Princess whenever he went anywhere. The Princess was never allowed to go anywhere or to see anybody and yet she was the prettiest of his three daughters

When the chief left to look for the boy and his father, he left his dog behind to look after her and see that nobody came around the house

About a day after the chief left, the big dog changed himself into a man and knocked at the door and the Princess opened it, without thinking of her promise to her father. She let the stranger into the house

For a few days she was happy because she was going to marry this stranger without her father's consent. A few days before her father came back she told the stranger he had to go until she told her father of the marriage to him. He left the house and transformed himself back to a dog Finally her father got back and she told him about it. When he found out that she was going to have a child he told her to pack up and he paddled her out in a canoe to the same island where her brother-in-law had been led by the animal

When the child was born it was a little pup which changed itself into a human being. It was the beginning of that little island which grew into a community

They never found the boy's father nor the son. When they asked the Chief what became of the boy's aunt, he would say that she got lost. The Chief forbade the people of the village to go over to the island where he had left the Princess. The people of long ago believed that the face in the moon was part of the son's face

Among the Squamish People
the Word for
Good Bread
is
McGAVINS

Indian Arts Society Awards Announced

Dorothy Morgan, pupil at the Alberni Residential School, was awarded the $75 Memorial Art Scholarship during the annual exhibit of Indian art work sponsored by the B.C. Indian Arts and Welfare Society.

The exhibit, which features the work done in British Columbia's Indian schools, was opened by Doctor H. Johns, director of the Summer School. It was held during the two week period from July 10 to July 22 in the Provincial Museum at Victoria

Detailed list of prize-winners is as follows

OSKENONTON CUP.—St Michael's Residential School, Alert Bay

This cup is awarded each year to the school sending in the most outstanding collection of entries The school will hold the cup for one year

MEMORIAL ART SCHOLARSHHIP.- Dorothy Morgan, Alberni Residential School

This scholarship of $75 00 is awarded each year in memory of the Indians who fell in the last war. It is given to assist the recipient to continue his or her study of Indian art

According to the requirements, four samples of work must be submitted

SENIOR ART PRIZES

1st prize $5 00 — Marvin Starr, Alberni Residential School, "Kitwanga Totem"

2nd prize $2 50—Clifford Morgan, Kitwanga Day School, "Boats."

3rd prize $1 00—Spencer Point, Alberni Residential School, "Wolf Society Legend"

SENIOR HANDICRAFT

First prize $5 00—Group Prize to Whitehorse Indian Day School for General Excellence of Entries

Second prize $2 50 — Loretta Mountain, Alert Bay Indian Day School, "Shopping Bag."

Third prize $1 00—Martha Rufu Alert Bay Indian Day School "Pillow Case."

SENIOR LITERATURE

First prize $5 00—

Second and third prizes not awarded.

JUNIOR LITERATURE

First prize—Edward Dick, Songhees Indian Day School, Victoria

JUNIOR ART

First prize $3 00—Leonard Thomas, Songhees Day School, "Indian Dance Ceremony

Second prize $2 00—Simon Wallace, St. Michael's Residential School, Alert Bay, "Design."

Third prize $1 00—William Stewart, Chilliwack Day School, "Fiord Scene"

Honorable Mention—Danny Henderson, Campbell River Day School, "Mountain Scene with Totem"

JUNIOR HANDICRAFT

First prize $3.00—Margaret Chitze Whitehorse Indian Day School "Block Printed Curtain."

Second prize $2 00—Melissa Scow Alert Bay Indian Day School "Shopping Bag."

Third prize $1 00—Winnie Wilson, St. Michael's Residential School, Alert Bay, "Cushion Cover"

Honorable Mention — Florence Hunt, Alert Bay Indian Day School "Runner"

But these are written, that ye might believe that Jesus is the Christ, the Son of God; and that believing ye might have life through his name.
John 20. 31.

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PARLIAMENTARY REPRESENTATION FOR CANADA'S NATIVE PEOPLE

By BIG WHITE OWL
Eastern Associate Editor

THE revision of the Indian Act of Canada, without Indian tribes and their leaders having any part in its revision, and the possible all-out enfranchisement of all Red Indians should be a matter of very grave concern to all Canadian Indians. Votes at the expense of losing certain privileges, and all treaty rights, could be a disastrous and very costly bid for freedom.

With complete enfranchisement will come land taxes, followed by tax sales of lands owned by Indians who neglected to lay aside sufficient money to pay their taxes. And this would lead to a gradual but certain elimination of all lands set aside for native Indians, and their complete annihilation as a people. The privilege of voting in local ridings for white candidates would only tend to further the buffetting of Indians around in the complex Canadian political machine, and no real advantage would be gained for the Red Indian race.

MAORIS IN NEW ZEALAND

But why all this evasive talk on the question of finding a suitable solution to the so-called Indian problem in Canada, while in another Commonwealth country that question was solved a long time ago to the complete satisfaction of another high type of aboriginal people? In New Zealand the native Maoris have been taking an active part in politics without losing their reserved lands or their racial identity by a very simple plan, namely, by having certain seats in the New Zealand Parliament reserved for Maoris only.

I can see no good reason why Canada could not follow the example set by New Zealand, the one country in this troubled world where the natives of the country got a 100 per cent democratic fair deal. I maintain that special seats in Canada's Parliament should be set aside for Canadian Indians, and that Indians should have the privilege to vote for Indians to fill those seats.

ALLOTMENT OF SEATS

The number of seats that could be allotted could be quite easily worked out on a population basis, and might be arranged somewhat as follows: (a) One seat for Quebec and the Maritimes; (b) two seats for Ontario (the province which has the largest and most widely scattered native population); (c) two seats for the Prairie Provinces; (d) one seat for British Columbia and Yukon.

In concluding, I wish to add what Mr. John M. Sinclair, formerly with the Tourist and Publicity Department of New Zealand said on a recent visit to Canada: "Between 1840 and 1890 the Maori population had fallen from a quarter of a million to less than 40,000. In 1929 the native population figures stood at 57,000, and in the next 20 years it almost doubled. At present it is well over the 100,000 mark, and rapidly increasing." Have spoken!

WORD OF AN INDIAN

IN THE town of Hannastown, Pennsylvania, in 1785, a Delaware Indian named Mamachtoga became violently drunk. During his drunken spree, he came upon a settler named John Smith and tomahawked him. Mamachtoga was arrested and confined in the town jail to await his trial.

When the trial came up he was defended by H. H. Br[illegible]ridge. The only defense offered was that Mamachtoga [illegible] toxicated when he killed Smith and did not know what he was doing. This defense was promptly over-ruled by the judge. The Indian said that he did not know why he had killed Smith. Mamachtoga was put in Hannastown jail to await execution.

While the Indian was awaiting his end, the jailer's little girl became ill. The Indian, who liked the jailer, heard of the illness. He told the jailer that if allowed to, he would go into the forest where he knew of a certain herb from which he could make a medicine that would cure his daughter. He promised on his word as an Indian, that he would not try to escape. The jailer, who knew Indians, allowed Mamachtoga to go into the woods after the medicine. The Indian returned after a while, and, using the medicine, the girl recovered.

On the day of the hanging, the Indian again asked permission to go into the forest to secure earth and roots to prepare his "Death Paint." His request was granted. He soon returned with his face painted a deep red. He was taken to the gallows where he calmly walked to the top.

He sang his death song and stepped off the log platform. His fall broke the rope and, though stunned, he arose with a smile and again ascended the gallows. The broken rope was mended and the second fall snuffed out the life of Mamachtoga.

The Indians' assent to a treaty was always binding. In ancient days the greatest insult to an Indian was to doubt his honor or truth.

—M.P.

Justice At Last, Perhaps?

THE OTHER day I picked up the newspaper. I noticed as I turned the pages, an article titled, Tama Indians Gather to Discuss Possible Payment From Government. As I read further, I noticed that here at long last was the thing the Indians of the United States had been fighting for all these years. Yes, here before me was proof that our government was at last trying to make up for some of the injustice practiced on the Redman. There has been noting definite as yet done about it, but the Indians and their friends are behind it in full strength and I believe that in the end it will become a reality.

Here is a short summary of what took place here in Tama, at the Tribes' own Council House, March 25, 1950.

Louis Allen Youpe of Washington, D.C., a Cree Indian, representing the Indians of America, was present, and his speech was very inspiring from the standpoint of both Indians and whites.

He told all those present, that as far back as three hundred years the government has owed the Indians for land they allegedly had underpaid them for.

Historically, here is what took place.

In 1804, a small band of SAC and FOX Indians signed the Treaty of St. Louis, with white invaders. For a few top hats and treaty medals and about $2,000 worth of provisions, they gave up one-third of Illinois, a million acres in Wisconsin, and two million acres in Missouri.

Later, without a treaty, they reportedly ceded another sixty million acres, including two-thirds of Iowa. Then jointly with the Sioux and Omaha tribes, they ceded 15,000,000 acres more.

So now, under Youpe's guidance, 26 tribes have banded together in a lawsuit-minded alliance known as the Northern Confederacy. The Sac and Foxes have the largest claim among any of the 26.

Current action in Tama is aimed at bringing tribesmen here into the confederacy, along with Sioux Indians who also have not yet joined. The Sac and Fox people also have a claim for part of Kansas from where they came to this settlement in 1857.

The 400 to 500 Sac and Fox tribesmen here constitute about one-third of the whole Sac and Fox nation. Others live in Kansas, Oklahoma, Missouri and Nebraska.

The pool of white attorneys backing Youpe is understood to include men from all over the United States.

The Indians were barred the right to sue in 1863, but finally won the right through an act of congress in 1947. This same measure had been defeated four times previously.

Mr. Ed Davenport is acting president, and Mr. Columbus Keahna is acting secretary.

KA-RON-TA-WAH-NIN

High Attendance

Indian [illegible]

Katherine Green [illegible] Facts On High [illegible]

Mrs. Katherine Green h[illegible] Native Voice readers, some[illegible] tendance of Indian childre[illegible] have a high standard in th[illegible]

A letter from Mrs. Gre[illegible] and which was received to[illegible] presses the wish that "all [illegible] holiday and I would like to[illegible] their schooling and keep in [illegible]

"Greetings to Mrs. Ellen[illegible] Crammes and Percy Gladst[illegible] at University of B.C. To [illegible] from home. To our reside[illegible] your parents, are interested[illegible] future if you only put your[illegible] is yours for the asking; mak[illegible] of the Brotherhood and Sist[illegible] interest and are willing t[illegible] Mrs. Green concludes.

The letters received fro[illegible] read as follows:

Alert Ba[illegible]

Dear Mrs. Green:

This is the report of our mo[illegible]ly attendance for the school y[illegible] September, 90.32 per cent; Octo[illegible] 89.41 per cent; November, [illegible] per cent; December, 90.24 [illegible] cent, January, 82.63 per cent, [illegible] ruary, 96.06 per cent; March [illegible] per cent; April, 94.6 per cent. [illegible] 89.07 per cent.

This month it will not be so [illegible] as we have quite a number [illegible] cases of measles. I feel that m[illegible] credit is due to some parents [illegible] see that their children never [illegible] school unless they are sick. I[illegible] just certain families who a[illegible] their children to stay home [illegible] ridiculous reasons and spoil [illegible] attendance of the whole sch[illegible] It is a shame that these par[illegible] do not realize that regular att[illegible]ance is necessary if their child[illegible] are going to progress.

There are four teachers h[illegible] Miss Rutherford has the be[illegible]ners. Miss Merrett has Grade[illegible] 2 and 3. Miss Lucas has Grad[illegible] and 5. I have Grades 6, 7 an[illegible] Since these children have had [illegible] teachers and a full day at sc[illegible] they have progressed very we[illegible] have the eight pupils in Grad[illegible] this year and all will be prom[illegible] to Grade 9. The discoura[illegible] thing is that they do not all go[illegible]

The teachers have appreci[illegible] the co-operation of the pa[illegible] who helped us last year to [illegible] chase a moving picture mac[illegible] with sound. The National [illegible] Board supply us with a we[illegible] programme and it is encou[illegible]ing to see the amount of kn[illegible]edge that they gain from t[illegible] films.

POOR COPY

High Attendance Record

Indian Kiddies Seldom Miss School

Katherine Green Gathers Facts On High Attendance

Mrs. Katherine Green has gathered, for the information of Native Voice readers, some interesting statistics on school attendance of Indian children, which reveal that these kiddies have a high standard in this field.

A letter from Mrs. Green which accompanies her reports, and which was received too late to be published earlier, expresses the wish that "all our school children enjoy a happy holiday and I would like to encourage them to carry on with their schooling and keep in stride with our ever-changing world

"Greetings to Mrs. Ellen Neel in her work of art. To Gloria Crammes and Percy Gladstone, also my nephew, Alfred Scow, at University of B.C. To all the High School students away from home. To our residential schools and day schools. We, your parents, are interested in your work. You have a great future if you only put your mind to your schooling. Education is yours for the asking; make good use of it. We, the members of the Brotherhood and Sisterhood are watching you with great interest and are willing to help you solve your problems," Mrs. Green concludes.

The letters received from schools contacted by Mrs. Green read as follows:

Alert Bay Day School

Dear Mrs. Green

This is the report of our monthly attendance for the school year: September, 90 32 per cent; October, 89.41 per cent; November, 88 64 per cent; December, 90.24 per cent; January, 82.63 per cent; February, 96 06 per cent; March, 92.42 per cent; April, 94.6 per cent; May, 89 07 per cent.

This month it will not be so good as we have quite a number of cases of measles. I feel that much credit is due to some parents who see that their children never miss school unless they are sick. It is just certain families who allow their children to stay home for ridiculous reasons and spoil the attendance of the whole school. It is a shame that these parents do not realize that regular attendance is necessary if their children are going to progress.

There are four teachers here. Miss Rutherford has the beginners. Miss Merrett has Grades 1, 2 and 3. Miss Lucas has Grades 4 and 5. I have Grades 6, 7 and 8. Since these children have had four teachers and a full day at school they have progressed very well. I have the eight pupils in Grade 8 this year and all will be promoted to Grade 9. The discouraging thing is that they do not all go on.

The teachers have appreciated the co-operation of the parents who helped us last year to purchase a moving picture machine with sound. The National Film Board supply us with a weekly programme and it is encouraging to see the amount of knowledge that they gain from these films.

During this school year we were able to raise over two hundred dollars and this whole amount was spent on library books for the children. I must apologize, Mrs Green, for not offering you my sympathy when I met you last week. Your mother was a dear old lady and will be greatly missed

Yours sincerely.
MARGERY SCANLON

BELLA BELLA

Dear Mrs. Green

I was sorry to have missed you when you called. I am enclosing the average attendance of the school, month by month as recorded in each room. We regret this is not better. There are many faithful attendants but the few who are very irregular reduce our average greatly.

Both Miss Nicholson and I feel that a greater degree of co-operation on the part of the parents of those poor at attending would soon remedy this

These are our enrollment averages:

	Sr Class, 32	Jr Class, 36
September	19.66	12.97
October	28.15	29.7
November	26 79	27 15
December	21 72	24 66
January	18 38	20.97
February	24 25	28 40
March	24 83	27 58
April	22.18	22 92
May	20 66	18.54
June	21 75	16.

I hope this is what you were wanting. Wishing you success in yoru work

Yours sincerely,
ELMAH J. TENCH.

Note From Agent Pruden

Bella Coola, B.C., June 12, 1950

Mrs. Katherine Green,
Campbell Island, B.C.

Dear Madam,—In reply to your letter re school attendance attached are letters from the teachers in the Bella Coola school giving attendance percentages for the present term up to the end of April

We are particularly proud of the record of the junior room and I may say that this is reflected in the progress of the children

I understand that you have written directly to the Bella Bella, Klemtu and Kitimat schools yourself and I am sure the teachers will be pleased to give you a report.

I would like to compliment you on your desire to improve the school attendance of native children. I am sure your efforts along this line will be effective and will prove of great value in advancing the cause of the native people of British Columbia.

Yours truly,
W. P. PRUDEN,
Supt., Indian Agency

Bella Coola Day School

Dear Mrs Green

I was pleased to receive your request and will be more than pleased to furnish you with the information

In the Junior room of the Bella Coola Indian Day School there is an enrolment of 35 children in grades 1 and 2. We have an excellent attendance, which should prove encouraging to the other schools. The following figures are correct and may be verified at any time

	Average Attendance	Attendance
September	32 8	94 71
October	33 35	95 29
November	33 79	96 51
December	34 08	97 37
January	24 98	71.37
February	30 41	86 8[illegible]
March	34 54	98 6[illegible]
April	32.18	91.94

Despite the extremely severe winter, our schools remained open All parents in Bella Coola have shown a great interest in their children's progress and are making a fine effort to arrange for someone to care for their school-aged children at home, when the mothers find it necessary to leave the village for cannery work.

I am very grateful for the co-operation given me at all times by all the parents in Bella Coola.

Yours very truly.
(MRS. J.) ELAINE BISHOP
Teacher

SENIOR GRADES

Mrs K Green

Dear Madam It is with pleasure I send the report of the school attendance for the senior room (Grades III to V inclusive) of Bella Coola Indian Day School Until the past month attendance has been, I think, very good. Reasons for absence have been in most cases for illness or other unavoidable cause. During the latter part of May, however, there have been a number of unnecessary absences; as well as flu, measles and toothaches keeping a number away

Here is the report

September, 94 October, 93% November, 93%; December, 91% January, 93%; February, 87% March 93%; April, 87%; May (to 29th), 49%

I hope this will be of use to you

Yours truly,
(MISS) A. M. BRAY

BITS OF NEWS

By MRS. K. GREEN

I HAVE HEARD that from Alberni our Judith Morgan is hoping to be a teacher, also June Wilson will take up nursing

I WILL SPEAK to the Sisters about the flood at Creekside. Miss Brenda Campbell has been through an operation at Bella Bella and is well on her way to recovery. I am cook matron for the Northern girls here at Namu. I am cooking for 12 girls.

I AM SO THRILLED over the old age pension. Bill Scow passed by here last week. My son Maxwell piloted him up to the Skeena River. Mrs. Scow had her operation on Saturday As far as I know she is doing well. She is a wonderful girl. I wish more of us had her courage.

PUBLIC ARCHIVES
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CANADA

POOR COPY

Indian Wins Doctorate

ITHICA, N.Y.—For the first time in its history, Cornell university will award a doctor's degree to an American Indian.

Solomon Cook, a Mohawk who served in the Navy in World War II, will receive the degree in June

He majored in vegetable crops while studying agriculture at Cornell, where he also earned his bachelor and masters' degrees.

Cook walked 13 miles a day, from the St. Regis Indian reservation to Massena to attend high school

He has been appointed an assistant professor at the South Dakota State College of Agriculture.

Harbour Boatyard News

The launching of the 65-ft. seiner M. V. "Louisa C" for Mr. Tom Car took place at the Harbour Boatyards Ltd. on June 28 at 7:25 p.m. Mrs Tom Car, wife of the owner, made a successful job of christening the boat and was presented with a beautiful bouquet of flowers from Miss Palma Storness.

Approximately 300 people were present at the launching and all partook of a variety of refreshments served at the plant and a good time was had by all. The boat is the last thing in modern combination herring and salmon seiner.

BOAT CONSTRUCTION. Fir planking on bent oak frames yellow cedar beams, bilge clamps, main clamp and ceiling and rim-timbers. House is of red cedar with yellow cedar beams and framing. Galley is lined with arborite and state-rooms of mahogany finish. The galley is fitted with an Olympic white enamelled stove, complete with deluxe oil-burner and hot and cold running water is available in galley and also in wash basin in toilet and stateroom. The engine is a 150 H.P. Caterpillar diesel with a 3 to 1 reduction gear and is air started Also included in a first-class engine room are two self-priming centrifugal pumps, two air compressors and two only 1½ kilowat hour generators, etc. Radio, echo-sounder and direction finders are all installed to make it one of the most modern boats on the coast

ALSO LAUNCHED at the same yard on July 12 was a 40-foot seiner for Mr. Jake Stillin of Quathiaski Cove. The boat was christened "Peter S" by Mrs. Stillin's mother, Mrs. F. Dalby of Ladysmith The boat is named after Jake Stillin's son.

A number of persons were present at the launching and refreshments were served at the plant following the launching.

This boat is powered by Crown Chrysler with a 4 to 1 reduction gear, swinging a 32-30 propeller and has all the latest innovations of the smaller and up-to-date seine boats which are becoming more popular every year It will have a radio installed and also navigational instruments This boat is built mainly for seining in Johnston Straits area and will be skippered by Capt. Norman Price of Cape Mudge

THE PLANT HAS BEEN very busy with dockings, changing boats over from halibut to trolling and tuna fishing and is also laying down a 68-foot seiner for Capt Joe Katnich of Vancouver, B.C.

If I Were a Redman

By JOHN WILBYE
Lulu Island, B.C.

If I were a Redman I would feel very proud of my origin and do all in my power to advance the interests of people in the struggle to regain the many rights of which have been unjustly deprived.

I would start right away with that word "Indian." We all know that it is the wrong word, and that it should be applied only to the people in India. When Columbus arrived he thought that he was in India or close to India, and so the mistake was made. He was in the right latitude, but as he had no means at his disposal for checking his longitude, his error was to be expected. I can see no good reason, however, for perpetuating the word You migh just as well call all White men Japanese.

"The word "Redman" has had a better association in the English language than the word "Indian" In histories and stories we find the word "Redman" coupled with Brave" and "Noble,' while "Indian has been all too often linked up with "wild," "savage," "cigar store" and others of even less desirable nature.

Apparently, a great many of those who write for the "Voice" are of the opinion that "Redman" is the better word, and [illegible] the word "Indian

A European is quite [illegible] with the term "White Man [illegible] rican takes no offence at [illegible] Man," and I don't think any [illegible] Original Americans would [illegible] to "Redman" or "Red Man

There is also a very practical reason. As a school teacher I have spent I don't know how many hours explaining this matter to children; all time wasted because of that mistake made in 1492 How many other people all over the world have had to waste time in the same way since that date? I suppose hundreds of thousands of manpower hours have been dissipated, and millions more will be unless action is taken

I have no doubt that if the Native Brotherhood took the matter up with Ottawa and Washington the word "Indian" as applied to Redmen would soon be out [illegible]

So, if I were a Redman, I would go after that word and put my foot down on it, hard

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By THOMAS SHEWIS

PLEASE allow me a s[illegible] space in your valu[illegible] paper to thank the good pe[illegible] who have written to me [illegible] ing for a short report of [illegible] Convention, also to answer [illegible] question that has been a[illegible] me regarding the organiza[illegible]

First of all, let me say tha[illegible] Convention was opened on [illegible] 14 at 10 15 a.m. with the [illegible] song, "Onward Christian Sold[illegible]

Business of the Native Bro[illegible] hood was conducted like any [illegible] big convention, with punctu[illegible]

The organization was marv[illegible] every visitor had been assign[illegible] an Indian home and had b[illegible] fast with the family, but the [illegible] two meals were cared for b[illegible] village women. At meal [illegible] young men escorted the v[illegible] to their seats. After being s[illegible] blessing was asked, and the [illegible] tered two processions of [illegible] Indian girls each carrying [illegible] and tray of food to the s[illegible] tables

A brass band furnished [illegible] for the evening banquets

Mr Caleb Williams did a[illegible] work as master of ceremoni[illegible]

One evening, our host, C[illegible] Moody Humchitt of Bella [illegible] was officially declared here[illegible] Chief of the Village by Pre[illegible] William Scow to succeed h[illegible] ther who had passed awa[illegible] fall

Hearty Welcome

Hospitality was not limite[illegible] erybody who tied up to the [illegible] Bella float found a hearty w[illegible] at the Indian hall where [illegible] were served

I shall never forget and w[illegible] member to hear the 300 I[illegible] singing the battle song, "C[illegible] Christian Soldiers," with al[illegible] hearts. Thanks be to God th[illegible] foundation of the Native B[illegible] hood is built upon that r[illegible] that when the wind blows [illegible] that rock, the Native Broth[illegible] will never move, for it is s[illegible] on that rock. This has been [illegible] ed and I am speaking by [illegible] ence. I am referring to the [illegible] Coast and this is why I star[illegible] saying that I wish to tha[illegible] people who have realized th[illegible] made a mistake in trying [illegible] away from the Organization [illegible] has done so much for the [illegible] I am sure the Organization [illegible] cepted your apology

Let me say this, that as [illegible] you are Indian, whether yo[illegible] member or not, the Orga[illegible] is for you and you will [illegible] from the gains that they wi[illegible] Never think that the Nati[illegible] therhood is only for the [illegible] men, that is a mistake. I[illegible] all the Indians who are un[illegible] Indian Act

POOR COPY

Brotherhood Convention in Retrospect

By THOMAS SHEWISH

PLEASE allow me a small space in your valuable paper to thank the good people who have written to me asking for a short report of the Convention, also to answer the question that has been asked me regarding the organization.

First of all, let me say that the Convention was opened on April 14 at 10 15 a.m. with the battle song, "Onward Christian Soldiers."

Business of the Native Brotherhood was conducted like any other big convention, with punctuality.

The organization was marvelous; every visitor had been assigned to an Indian home and had breakfast with the family, but the other two meals were cared for by the village women. At meal time, young men escorted the visitors to their seats. After being seated, blessing was asked, and then entered two processions of young Indian girls each carrying dishes and tray of food to the serving tables.

A brass band furnished music for the evening banquets.

Mr. Caleb Williams did a good work as master of ceremonies.

One evening, our host, Charlie Moody Humchitt of Bella Bella, was officially declared hereditary Chief of the Village by President William Scow to succeed his father who had passed away last fall.

Hearty Welcome

Hospitality was not limited. Everybody who tied up to the Bella Bella float found a hearty welcome at the Indian hall where meals were served.

I shall never forget and will remember to hear the 300 Natives singing the battle song, "Onward Christian Soldiers," with all their hearts. Thanks be to God that the foundation of the Native Brotherhood is built upon that rock so that when the wind blows up on that rock, the Native Brotherhood will never move, for it is founded on that rock. This has been proved and I am speaking by experience. I am referring to the West Coast and this is why I started by saying that I wish to thank the people who have realized they had made a mistake in trying to get away from the Organization which has done so much for them and I am sure the Organization has accepted your apology.

Let me say this, that as long as you are Indian, whether you are a member or not, the Organization is for you and you will benefit from the gains that they will make Never think that the Native Brotherhood is only for the fishermen, that is a mistake. It is for all the Indians who are under the Indian Act.

To those who are not members of the Native Brotherhood, let me say to you that Mr. Guy Williams was chosen to speak for the unaffiliated Indians of British Columbia, for the Indians who have waited for 80 years for their release. Friends, do you realize that the task was tremendous and it was for us Indians. Your friend, Mr. Williams sincerely made the presentation one of the best. In reading Hansard, one member said, "We have not heard any who have surpassed you in your presentation." So, friends, let me say again, do not believe whoever may say that your Organization could not get a hearing. Just read Hansard and get the real facts and not false reports.

At the long table, at the convention, sat the president of the Native Brotherhood, Chief William Scow, with the members of his Executive.

There were delegates from all parts of the province

Indian Affairs

The Indian Department was represented by Commissioner, W. S Arneil who was warmly welcomed by the Convention.

Mr. Arneil told the Convention that the building program of the Department had been crippled by the war and it has only been possible during the last two years to begin on long deferred plans for improvements. Last year, 13 one-room schools were built; this year, they expect to double this effort The department was handicapped by contractors' refusal to go into remote areas to do the work and the only solution in such cases was putting up pre-fabricated schools which has been done in several instances.

While 1200 children from Nomadic tribes (tribes wandering from place to place) are not getting education of any kind, there are five thousand Native children in the province being educated. Of this number, over 2000 are in residential schools and the rest in day schools. There are 150 in high schools and 9 at University. There is no Native child in British Columbia who will be denied higher education, said Mr. Arneil, stressing the need for Native people to fill teaching positions. Mr. Arneil paid a tribute to the Churches which in the early days had taken full responsibility for Indian education and had invested millions of dollars for this purpose. They had made a great contribution at a time when there was no alternative service. The trend today is towards collaborating with white communities, sharing cost with them whenever possible in order that Native children may attend white schools, thus helping to end segregation.

Warm appreciation was voiced to Mr. Arneil by the Brotherhood for his effort in behalf of their people, and promise of full co-operation in plans for the future

Your M.L.A., Frank Calder, spoke to us and outlined the proposed bill of rights for British Columbia Indians

A matter of vital concern was the return of the Japanese fishermen to the coast. It was charged that many Indians and white workers have already been discharged in favor of the Japanese. In plain words, Indians fired and Japanese hired. It is said that there are 250 Japanese fishermen already on the Coast. It is feared that some areas will be fished out; the livelihood of the Indians is imperilled

Do Your Part

My Indian friends do now realize that your Organization is important to you. Why not then do your part, let us wake up and do our part. In the Brief which your Organization presented to the special Joint committee, reads as follows: (1) Housing: the need of better housing in the Indian villages, communities and settlements must receive very serious consideration, standards should be set forth and insisted upon for the relief of overcrowding and the provision of sanitation. Carrying this into effect may mean a better appreciation of the improvement of health generally, and family independence

Now, my friends, what do we see today? Is there any housing for the Indians by the Indian Department? I do not need to tell you; you can look around and see for yourself

On Sunday there were two services, there were forty voices in the choir they sang Gloria in Excelsis, the Heavens are Telling, and after the sermon was preached, rendered the Hallelujah chorus to overflowing congregation

I am sorry to say that I can not tell you about the test case, to the cost of which you have contributed. I do hope that the elected delegate for the West Coast has told you in your own tongue and in camera

His Question

Now to the question which I said I would like to answer. The question was something like this, Why is the Native Brotherhood like a white man's way; they say it is on Christian principles?

Friends, I always want to speak or answer any questions in a very friendly way. We all have learned that the old things have passed away and old things have become new. We believed our forefathers traditions but they have never carried us anywhere, and civilization reached us and the word of God tells us that when a Nation forgets God, it shall be utterly destroyed, and again it says, If God be for us who can be against us so we as an Organization had a President who first formed the Native Brotherhood of British Columbia, who was a true Christian and he knew that without God's help, we never would accomplish anything I am referring to the late Alfred Adams, whom I know by faith, hears what's going on at our Conventions and I am sure is praying for the Organization. We as members have decided that we will keep on the course that our late President has given us to steer. Of course, there will be deviations of the compass. I have seen it myself at the West Coast but the adjustment has been made.

In closing, I wish to thank the West Coast people for the confidence placed in me representing them for the period of five years Friends, let me tell you that we still own British Columbia. We have never surrendered our title to our land. My sisters and brothers, let us continue. We need a stronger Native Brotherhood. Support your Organization to the limit.

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Constructive Holiday For Eastern Editor

Alderslea Park,
Lake Simcoe, Ontario,
July 18, 1950.

Publisher, The Native Voice.
Dear Mrs. Moore:

JUST A LINE OR TWO to let you know that by the time this will have reached you, our holidaying will be all over for another year. But we did have the most enjoyable time and my good wife and I—we visited all the more important historical sites in this part of old Ontario.

This part of the province is so full of intriguing Indian history, dating back to Champlain's time and beyond that. Re: The Huron Indians and Peton Indians and the warlike and ferocious Iroquois and the Six Nations Indians—who almost completely wiped out the Huron or "Wendat's" and murdered the Jesuit Fathers who sought to Christianize their friends and brothers, the Hurons.

TODAY, A GREAT memorial stands at the partially re-built old Fort Ste. Marie where Father Brebeuf and Lelemant, the brave Jesuit missionaries, were buried after meeting such a cruel fate at the hands of the fiery Iroquois warriors of those far-off days when life must have been a daily risk and a great adventure.

AN IMPOSING double-spired church or shrine now stands upon a lofty hill just a few miles out from the beautiful town of Midland, Ontario, just a short walk from the old Fort Ste Marie. In fact, upon the hill that cradles the Martyrs Shrine, there once was the famous lookout point for the Huron Indians.

I HAVE TAKEN many pictures with my kodak and at a later date I may be able to give you a more comprehensive report and also in greater detail the facts and other discoveries which I have made while visiting the various historical sites, the interesting present day hamlets, towns and lake bays and rivers etc.

I WISH TO MENTION that I had the pleasure of accepting an invitation to visit a Church of England Boys' Camp situated on the lovely shores of Lake Couchching, Ontario, Canada. They have many fine buildings there and a friendly and competent staff and a very kindly and truly godly gentleman, Rev. Wm. Bothwell, assistant rector of the St. James Cathedral in Toronto, Ontario, is Supervisor.

IN THIS CAMP there are about 120 young boys ranging from the ages of 9 to 16 years—the Counselors are 15 years of age and older. Each Counselor has 11 of the young lads under his charge day and night. The boys are taught swimming by a very capable instructor who could quite easily take a role in "Tarzan." Other kinds of crafts and arteraft work is under the capable and kindly direction of Mrs. Parks—a clever and talented and lovely lady. Sports of every kind are also a part in every day's program.

THE INDIAN LORE PROGRAM is something definitely new for the camp and the boys and the staff were very thrilled by what little I could contribute to their benefit. I performed the ancient Delaware Indian Doll Dance for them and recited for them that particular little story which goes with the Doll Dance. Also, I gave them a few pointers on Indian Sign Language and I finished off my part by telling an old Indian legend called "The Legend of the Red Man."

I WAS THRILLED by the rapt attention I received, and by the light of anxious interest shining from the eyes of so many young boys who are growing up to take their places in the life of Canada.

I thanked the Great Spirit when I arrived back to my cottage that night for giving me such a grand opportunity of spreading the gospel of the Red Indian in the hearts of little children—who showered upon me their love and thanks.

By THE WAY, we built a huge Council Fire beside the lakeshore for the occasion and all of the little boys and their Counselors had "war paint" on their faces. There were songs and games of skill and strength, and everyone had to wear a blanket over their shoulders and the blankets came in mighty handy that evening, because there was a terrific breeze blowing off the lake and it was chilly enough to make goose pimples rise on the flesh of even the honored guest—the Chief—himself. The boys and the staff were pleased and thrilled and asked me to visit them again next year.

STE. MARIE, STE. LOUIS [illegible] Ignace, in this part of Ontario, the cradle of Ontario's history was once known as Huronia, in fact, I believe it quite a [illegible] name, as names in this country go. It is descriptive of the most bit of Indian territory which one could be found around the beautiful and picturesque Georgian Bay, Ontario, Canada.

WHERE I HAVE my summer cottage, Lake Simcoe, is quite a motor drive from the south-eastern shore of Georgian Bay. All of this too, was once Indian land—at present there are three reserves on Lake Simcoe still belonging to the Ojibways.

Yours very truly,
JASPER HILL, "Big White Ox"
Eastern Associate Ed.
The Native Voice

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Pender Harbour	12:35	Half Moon Bay	12 50
Half Moon Bay	12:55	Sechelt	1:00
Sechelt	1:05	Vancouver	1 30

*—Days and Times, subject to cancellation without notice.

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TOTEM LAND

An Organization to Protect Indian Art and to Promote Goodwill Among all Canadians

Message From Mayor Chas. E. Thompson President of Totem Land Society

I feel sure that the message I am giving you today will be of interest to all of the people of British Columbia and particularly to our Indian citizens.

In this supplement of "The Native Voice" I am grateful for the opportunity of telling my Indian brothers something of "Totem-Land" Society.

"Totem-Land" was incorporated under the Societies Act on the 1st of August of this year. Its objects are to collect in writing and disseminate the legendary history, customs and philosophy of our native Indians, also to encourage and preserve their ancient weaving, painting and sculptural arts; to promote the use of a Thunderbird Totem and the slogan "Tot[illegible] as the symbol of the color and romantic interest of t[illegible] Columbia Indian together with their singular totem [illegible] unique wood carving art; to advise, encourage and sup[illegible] British Columbia Indians in overcoming obstacles th[illegible] stand in the way of their attainment to the enjoyment [illegible] citizenship.

When one of your tribes did me the honor to make [illegible] Honorary Chief, I accepted that honor with the mental [illegible] tion that I would assume some of the attendant respons[illegible]

—Continued on Page

Vancouver's Mayor in Indian Regalia



Chief Tom Shewish of the Sheshats of the Aht Tribe and Vice-President of the Native Brotherhood, bestowed the name of his grandfather, Hy-a-pen-euith, on Mayor Charles Thompson of Vancouver and now President of Totem-Land Society, during an impressive ceremony attended by Chief William Scow, President of the Native Brotherhood (right).

—Courtesy Vancouver Daily Province

PUBLIC ARCHIVES PUBLIQUES CANADA

POOR COPY

NUED

Message From Mayor Chas. E. Thompson

...that the story and the artistic and philo... of our Indians constituted a most inter... approach to publicity in this province. I w... with the spontaneous enthusiasm and l... accorded by the group of British Col... together to initiate "Totem-Land."

William Scow as official head of the Na... pleased to accept the appointment as h... of the society. He and his successors ... to represent my Indian brothers in the ... be able to obtain for "Totem-Land" the... the associate life member of the Native B... Mrs. Maisie Armytage Moore; her wis... member of the committee of the society ... ndest approach in all of the problems of our I... may arise to be dealt with.

The Native Voice, your own newspaper and ... our Indian rights, has graciously agreed to be... l organ of "Totem-Land" Society

One of the problems which I am bringing t... ne Society is the nondescript production and ... articles purported to be of Indian origin, ma... of totem poles. Perhaps we may be successf... t a new order of things in this regard

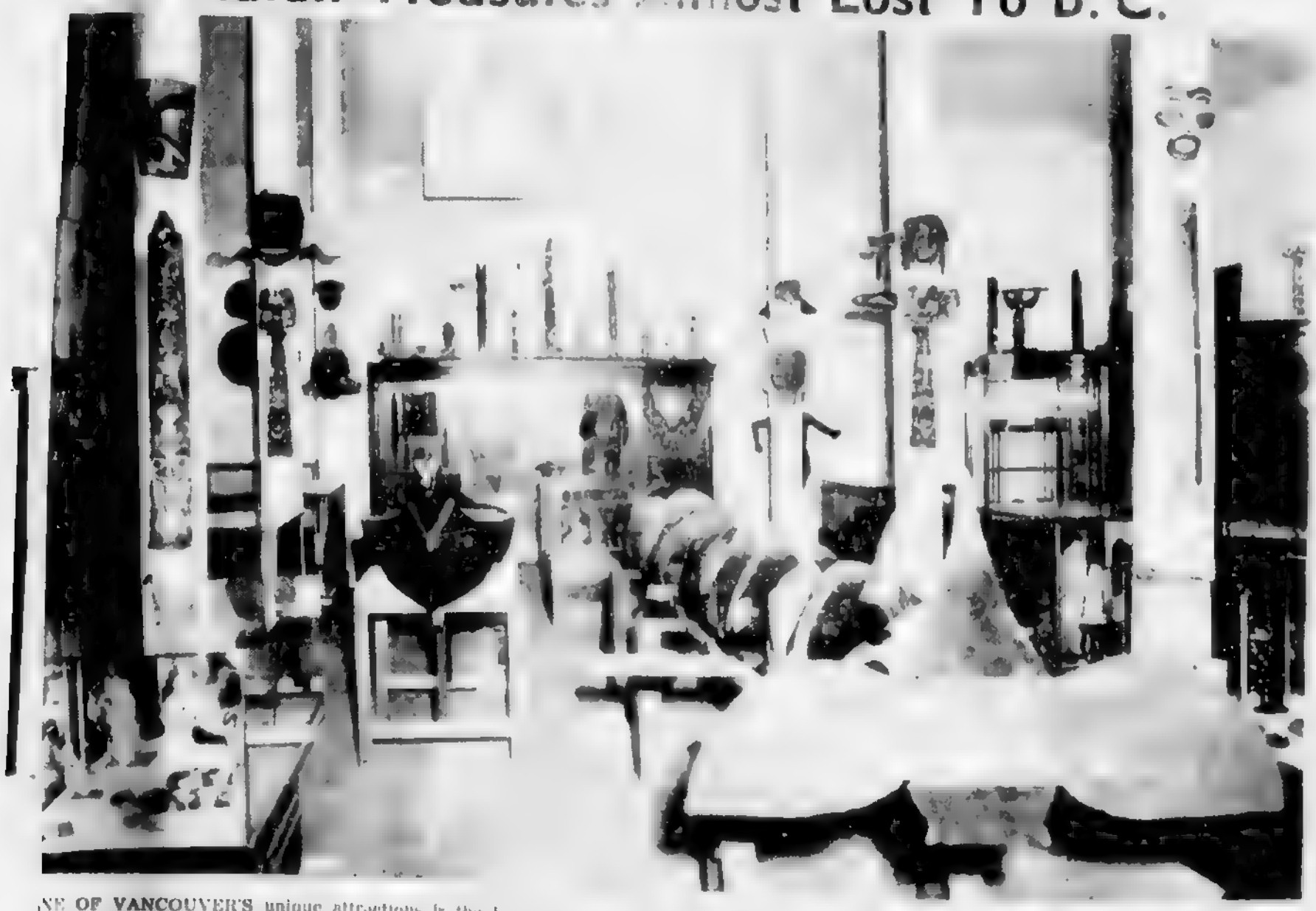
...d John L. Noble and Mr. Hun... D... ... ...ll as president and ... ...ave not only the co-oper... ... ...but of all ... ...d sympathy with, t... ...

...oking in this message t... ... ...Hon. Hesketh, as one ... ...tence to my brother ... ... Society has a great ... ... British Columbia against the ... ...Indian history and splendid ... ...of a greater work to ... ...with my Indian brother... ... ...stand in their way of attainment ... ...ens of full Canadian citizenship ... ...

...work together, while ... ...the objective

Sincerely yours
(Signed) *Charles E. Thompson*
HY-A P...
P...

Indian Treasures Almost Lost To B. C.



ONE OF VANCOUVER'S unique attractions is the Leonard and Mary ... Lipsett Indian Museum at Hastings Park. Mary Lipsett has been ...de an honorary life member at Totem-Land.

Because this remarkable exhibition was opened during the war and ... because it is located off the beaten trail, many citizens are not ...re that Vancouver has the only strictly Indian Museum in Canada ... one of the finest collections of its kind in the world. It is valued ...40,000.

Two large colorful totem poles stand on guard at the entrance mutely ...ing passersby to investigate within. Here the art of Indians from the Atlantic to the Pacific, from the Eskimos in ... to Peru ... the south may be seen and studied.

In the past, students of ethnology and anthropology from ... of the world have come to study the life and ... of the Coast Tribes. Almost too late, Canadians themselves are beginning to ... the value and value of the material lying on their doorsteps.

Because of the wise foresight and generosity of the Lipsetts, representative examples of this art have been made available to our ... people for all time and will prove a great attraction in the years ahead.

Continued on Page 11.

Remarks by ...

Tot... Pro...

Remi...
Secretar...

His Worship, May... has been kind enough... as an Officer of "TOT... where in this Supplem... do justice to the resp...

With the comprehe... sonal organization w... President is provided ... could not but be prou... and assist in any wa... with so worthy an or...

It has occurred to m... citizens throughout t... ince, particularly th... population, would be n... ested in the personnel ... ficers and Executive C...

Through the publi... "The NATIVE VOI... Society's operations w...

If there are any n... for the consideration ... tee, please write me ... West Boulevard, Van... consideration at the ...

The following is t... Executive Committee...

To...
HO...
HON. BYRON S JOHN...
HONOR...
HON G S WISMER K...

CONTINUED FROM P...

Famous I...

to countless visitors who w... early history of this part...

Up the coast in the m... and haughty Hadas artist... more peaceful and less ... complicated social system ... they perpetuated in their ... carvings which have arous...

They also became ... beautiful silver bracelets ...

Then there were the T... shans, each with their own... to the pattern of their th...

Very interesting is a ... It must have been a trou... to fold up into this small ... them ever voiced a prote... mortuary pole, or merely p... mercies of Mother Nature...

There is a wonderful d... which have been colored w... very large and strong baske... had a meaning in the old ... tions of Indians.

How many people kno... right here in British Colu... Don't rush out expecting ... Indians were smart enough ... carved out of it wonderful ... handful of sand and a piece...

KODAK SAF

POOR
COPY

Remarks by Secretary-Treasurer

Totem Land Officers Include Prominent British Columbians

Remarks by Harry Duker
Secretary-Treasurer of "Totem-Land"

His Worship, Mayor Thompson, President of our Society, has been kind enough to make reference to my appointment as an Officer of "TOTEM-LAND" in his address printed elsewhere in this Supplement. It is my earnest desire that I shall do justice to the responsibilities entrusted to me.



With the comprehensive personal organization which our President is provided with, one could not but be proud to serve and assist in any way possible with so worthy an organization.

It has occurred to me that our citizens throughout the Province, particularly the Indian population, would be most interested in the personnel of our Officers and Executive Committee.

Through the publication of "The NATIVE VOICE", our Society's operations will be presented from month to month.

If there are any matters which you would like to present for the consideration of the Society or its Executive Committee, please write me at the MUNICIPAL HALL, 42nd and West Boulevard, Vancouver, B.C. and it will be placed for consideration at the first available meeting.

The following is the list of Officers and Members of the Executive Committee:

Totem-Land Officers

HONORARY PRESIDENT:

HON. BYRON S. JOHNSON, M.L.A., Premier of British Columbia

HONORARY VICE-PRESIDENTS:

HON. G. S. WISMER, K.C., M.L.A., Attorney-General of British Columbia

HON. L. H. EYRES, M.L.A., Minister of Trade & Industry

CHIEF WILLIAM SCOW, President of the British Columbia Native Brotherhood

DR. GEO. WORTHINGTON, Past President, Evergreen Playgrounds Association

GEORGE WARREN, Commissioner of the Vancouver Island & Vancouver Tourist & Publicity Bureau

PRESIDENT:

HIS WORSHIP, MAYOR CHARLES E. THOMPSON,
Mayor of the City of Vancouver.

EXECUTIVE ASSISTANT TO THE PRESIDENT:

JOHN NOBLE.

VICE-PRESIDENTS:

CHURCHILL FRITH, President, Junior Chamber of Commerce

HEDLEY HIPWELL, President, Tourist Club & Automobile Association of British Columbia.

PROFESSOR H. M. KING, President, Pacific National Exhibition

MRS. MAISIE ARMYTAGE-MOORE, Associate Life Member of The Native Brotherhood of B.C. and Publisher of "The Native Voice".

E. G. ROWEBOTTOM, Deputy Minister of Trade & Industry.

COL. WM. SWAN, President, Board of Trade

LEO SWEENEY, President, Evergreen Playground Association

SECRETARY-TREASURER:

HARRY DUKER

MEMBERS OF THE EXECUTIVE COMMITTEE:

W. S. CHARLTON, President, Retail Merchants Association

RUSSELL DAVIDSON, Past Chairman, Ads & Sales Bureau, Board of Trade

TEMPEST DEWOLFE, Secretary-Manager, Downtown Merchants' Association

FRANK H. ELPHICKE, Immediate Past Chairman, Ads & Sales Bureau, Board of Trade.

R. ROWE HOLLAND, Chairman, Metropolitan Park Planning Committee

HAROLD MERILEES, Public Relations Officer, B.C. Electric Railway Co.

H. N. MacCORKINDALE, Superintendent, Vancouver School Board

ELLEN NEEL,

ROBERT PULLEN, Manager Public Relations, B. C. Telephone Co.

P. N. STROYAN, Superintendent, Board of Park Commissioners.

PEARD SUTHERLAND, Asst. Public Relations Manager, B. C. Telephone Co.

MILDRED VALLEY THORNTON,

COL. JOHN TOOGOOD, Chairman, Ad & Sales Bureau, Board of Trade

BEN WILLIAMS, General Manager, Pacific National Exhibition

ALDERMAN H. WILSON, Chairman, Schools & Parks Site Committee, City Council

AL. WOOD, Secretary-Manager, Tourist Association

HONORARY SOLICITOR:

R. ROWE HOLLAND

HONORARY HISTORIAN:

B. A. McKELVIE

CONTINUED FROM PAGE 10

Famous Lipsett Museum

to countless visitors who will come looking for just such records of the early history of this part of the world.

Up the coast, in the misty Queen Charlotte Islands dwelt the proud and haughty Haidas, aristocrats of the Coast tribes; also the terror of more peaceful and less predatory peoples. Their religion, and their complicated social system gave rise to many symbols and ideas which they perpetuated in their mighty totems, and in the smaller argillite carvings which have aroused the wonder of the world.

They also became accomplished metal workers and many of their beautiful silver bracelets may be seen in the Lipsett collection.

Then there were the Tsimshians, the fierce Kwakiutls, and the Salishans, each with their own designs and distinctive forms of art according to the pattern of their thinking.

Very interesting is a Kwakiutl burial box painted in bold design. It must have been a troublesome business trying to persuade a corpse to fold up into this small space, but there are no records that any of them ever voiced a protest. These boxes were usually placed on a mortuary pole, or merely put in a tree where they were left to the tender mercies of Mother Nature.

There is a wonderful display of Tlingit basketry in beautiful patterns which have been colored with natural dyes. Thompson River folk made very large and strong baskets with bold geometric designs, all of which had a meaning in the old days, but most of it is lost to present generations of Indians.

How many people know that a very fine quality of jade is found right here in British Columbia, along the Fraser and around Lillooet? Don't rush out expecting to gather up a fortune, however. Only the Indians were smart enough to find it, and with the most amazing patience carved out of it wonderful wedges and similar tools, using nothing but a handful of sand and a piece of hide to cut this intensely hard substance.

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FILM 48

poor
copy

Prominent Native Leaders Invited To Become Associate Members

Prominent leaders of the Native Indians of British Columbia, in addition to Chief William Scow, president of the Native Brotherhood of B.C., who is an honorary vice-president of Totem Land, have been invited to become honorary members of the newly-formed Totem Land Society. The following people are being sent letters of invitation by the executive of the Society:

DR. P. R. KELLY, Legislative Committee Chairman
Union Bay, B.C.

CHIEF MOSES JOSEPH, Chief of the Squamish
North Vancouver, B.C.

CHIEF MOODY HUMCHITT, Chief of the Bella Bella Tribe
Bella Bella, B.C.

CHIEF PAUL DICK, Creekside Indian Reserve
Creekside, B.C.

CHIEF SAM POOTLASS, Chief of the Bella Coola Tribe
Bella Coola, B.C.

CHIEF ANTOINE, Chief of the Stoney Creek Indian.
Vanderhoof, B.C.

CHIEF JIMMY ANTOINE, Stoney Creek Reserve
Vanderhoof, B.C.

CHIEF FELIX ANTOINE, Fort St. James, B.C

CHIEF PADDY ISAAC, Burns Lake, B.C

MRS. KITTY GREEN, President Native Sisterhood of B C
Namu, B.C.

MR. GEORGE CLUTESI, Box 7, Alberni, B.C

MR. AUGUST MURPHY, Nootka, B.C

CHIEF MAURICE QUAH, Shelley, B C

CHIEF EMORY, Emory Creek, B.C.

CHIEF EDWARD JOE, Craigflower Post Office
Victoria, B.C.

ED ELLIOTT, R.R. 1, Duncan, B.C.

CHIEF EDWARD JOE, Clayquot Indian Reserve
Tofino, B.C.

FRANK CALDER, M.L.A., Secretary of Native Brotherhood
of British Columbia, Prince Rupert, B.C.

ED. N. BOLTON, Vice-President Skeena River District
Port Essington, B.C.

JOHNSON RUSS, Vice-President, Naas River District
Greenville, B.C.

HAROLD SINCLAIR, Vice-President, Northern Interior
Kitwanga, B.C.

LAWRENCE R. TOM, Vice-President, Burns Lake District
Burns Lake, B.C.

GODFREY M. KELLY, Vice-President, Queen Charlotte Is.
Massett, B.C.

CALEB WILLIAMS, Central District
Bella Bella, B.C.

ALFRED DAWSON, Alert Bay District
Minstrel Island, B.C.

DAN ASSU, Vice-President, Southern District
Cape Mudge, B.C.

EARL GEORGE, Vice-President, Southwest Coast
Ahousat, B.C.

Assurances Given To Native Voice Publisher

The directors of Totem-Land have given us their assurance that at all times they will keep uppermost in their program the welfare of the Indians in their fight for full citizenship and give full respect to their traditions.

That Totem-Land will aid in developing and preserving genuine Indian handicraft, to discourage the manufacture and sale of imitations.

That Totem-Land will strive to educate the general public in recognizing the value of genuine Indian Art and to acquaint them with the colorful ancient Indian lore.

We are assured that the object of Totem-Land is to promote a better understanding among the people of Canada to make the Bill of Human Rights a reality for one United Canada.

MAISIE ARMYTAGE-MOORE,
Publisher, The Native Voice.

MOSES SMITH, Vice-President, Northwest Coast
Ceepeecee, B.C.

OSCAR D. PETERS, Vice-President, Fraser Valley
Katz, B.C.

WILLIAM PASCAL, Vice-President, Lillooet-Pemberton
Creekside, B.C.

VINCENT WELLS, Business Agent, Northern District
Prince Rupert, B.C

ED. NAHANEY, Treas. and Business Agent, Southern Dist.
16 East Hastings, Vancouver, B.C.

HEBER MAITLAND, Kitimat, via Butedale, B.C.

PETER NEASLOSS, Klemtu, B.C.

CHIEF BILLY ASSU, Cape Mudge, B.C.

COUNSELLOR CLARENCE JOE, Sechelt, B C.

MATTHEW J. WILLIAMS, Skidegate, B.C.

STEVE MORRISON

ALBERT YOUNG, Kitselas, B.C.

CHIEF GEORGE KITSELAS, Usk, B.C.

CHIEF J. H. JOHNSON, Skeena Crossing, B.C.

LOUIS CLIFTON, Hartley Bay, B.C.

CHIEF WILLIAM ROBERT, Campbell River, B.C.

CHIEF TOMMY SHEWISH, Box 81, Alberni, B.C.

Rocky M

Editor, The Native Voice

Dear Friend. Enclosed fifty cents as our paid su

Sometime ago I came say we, are vitally interes with Mr H. Stetfox of R after glancing through hi

We are becoming esta serves here and find the the Indian generally is n to a more comfortable an of the white race, we ar materially, but morally a point. That they might his Son whom he has s

Thanking you in adv

Grandi

By
Age 13, G

ONCE there lived a mother, who used to work very hard for t food

Then his grandmother m a bow and arrow and told go hunting for deer or elk the bow and arrow with h went his way

He was not gone long w saw an elk drinking water stream. He killed the elk a he went to tell his grandm

She went down to the with him and started to bu up They dried some of t for winter use One grandmother took very she called him to her bed told him she had one th wanted him to do. She t he must take a bath even ing before he ate his b By doing this it would m strong to do what she wan to do for the good of his

In those days there wer witches around at night all the children and put their eyes so they wouldn' to see where she was tak In that way they could away from her

She used to kill them

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Rocky Mountain Mission

Editor, The Native Voice

Dear Friend Enclosed please find the sum of one dollar and fifty cents as our paid subscription to "The Native Voice."

Sometime ago I came across your paper and as I, or I should say we, are vitally interested in Indian affairs and in conference with Mr. H Stetfox of Rocky Mtn House I decided to subscribe after glancing through his paper

We are becoming established as a mission on one of the reserves here and find the work very interesting and also find that the Indian generally is not being assisted the way he deserves to a more comfortable and self supporting existence and as one of the white race, we are interested in their welfare not alone materially, but morally and most of all from a spiritual standpoint That they might come to know "the only true God and his Son whom he has sent."

Thanking you in advance.

I remain sincerely,

A J WILSON

ANTI-DISCRIMINATION EFFORT BY NORTH VANCOUVER GROUP

July 29, 1950

Editor, The Native Voice.

Dear Friend We are very disappointed that no notice has been taken of our Brotherhood campaign on the North Shore. We have received many letters of commendation from interested organizations and from the local Indians themselves but if no notice is taken by the Indian paper there is no encouragement for our committee to work on

We have led the fight in this province against discrimination and are the first group to send a resolution to the government of B.C. asking for a "Fair Employment Practice Act" We of labor by three years lution has been endors Provincial Council of W will be formally presen overnment next winter

We have been successf ng the Indian question in every Local Council it B it will be discussed at the Convention. Through m tion with the North Sh Council as Convener of as a member of the Inter-R Committee of the Va branch of the United Nati are able to get our views the important organizations

Mr Sinclair has asked send him our criticisms of and suggest changes which forward to the go en

We would be glad to rec formation on the Indian point No doubt the Broth will want to concentrate c tain changes and the mor port they get from outside izations the stronger their will be

Yours sin

EMMA J. WALKER Cha 2337 Lawson Ave Hollyburn, B.C

Grandmother and Grandson

By EDWARD DICK
Age 13, Grade V, Songhees School

ONCE there lived a very smart little boy with his grandmother, who raised him after his parents died They used to work very hard for their food and one day they ran out of food.

Then his grandmother made him a bow and arrow and told him to go hunting for deer or elk. He took the bow and arrow with him and went his way

He was not gone long when he saw an elk drinking water from a stream. He killed the elk and then he went to tell his grandmother

She went down to the stream with him and started to butcher it up. They dried some of the meat for winter use. One day the grandmother took very sick, so she called him to her bedside and told him she had one thing she wanted him to do. She told him he must take a bath every morning before he ate his breakfast By doing this it would make him strong to do what she wanted him to do for the good of his tribe

In those days there were lots of witches around at night who took all the children and put pitch on their eyes so they wouldn't be able to see where she was taking them In that way they could not run away from her.

She used to kill them and eat them. Everyone tried to kill her but could not

One day the boy went fishing While he was fishing the witch woman came out of the bushes and asked him to take her across the river

He did not want to do any favor for the wicked witch woman but he thought it was his chance to try and kill her and that was what his grandmother wanted him to do so he went

The witch woman was so pleased with him. He told her to lay right down on the bottom of the little canoe and not move. So she lay down. The boy was singing some of his songs for her, so she fell asleep

After she was fast asleep, he went to the deepest part of the river. He took his spear and turned his canoe over. The witch was under the canoe in the water She was calling him to help and save her life

He would tell her he was doing his best to save her but he was pushing her down to the bottom of the river with his spear. In that way this wicked witch ended her life

All the other members of the tribe rejoiced and had a feast. They were so glad that they wanted the boy to have the best of everything They even offered him the best young girls they had in the tribe His grandmother was ever so glad that her grandson did what she wanted him to do.

She died a happy death, thus ending the story of the Grandson and Grandmother.

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Anahim Lake News

...e take great pleasure in forwarding the news of Anahim Lake and surrounding district ...e first time to our many readers and we hope that it will prove interesting and we might ...n that these people are practically isolated from the outside world

...NAHANEY RECEIVED a ...call from one of the leading ...rs of Anahim Lake request- ...at the Native Brotherhood ...s Agent make a trip to that ...f the country. The general ...s for him to become ac- ...d with the people of that ...t and the many problems ...confronted them.

...mas Squinas, one of the few ...es of Anahim Lake who was ...to read and write, made a ...to attend the eighteenth An- ...Convention of the Native ...herhood at Bella Coola in 1947 ...here presented the wishes of ...people that the organization ...e every effort to have a school ...t at Anahim Lake. Many chil- ...s, according to Squinas, were ...school age, and these children ...without the means of becom- ...educated. Farming assistance ...also needed and this was also ...quest.

...HE NATIVE BROTHERHOOD ...ached the Indian Commis- ...er for B.C. in regard to this ...est with the result a small ...ol was built and a teacher ...n eastern Canada to teach the ...dren. However, the economic ...of the Natives of that district ...unsuitable for a school with ...sult that people were forced ...nture to other parts of the ...y to make a living and this ...aking the children also.

...first school, however, was the beginning for the people and it brought the first realization that somehow these conditions must be overcome. Ways and means must be found in order that the children might have the opportunity of attending school regularly.

THOMAS SQUINAS attended the nineteenth convention at Bella Coola again in 1949 and again at Bella Bella in 1950. Somehow, he realized that the organization could do something for his people and make representations to the proper authorities. Making the report to his people on his return from the Native Brotherhood conventions proved quite difficult. The report seemed beyond all possibilities. It was hard for these people to believe that the Government actually sent representatives to the conventions and were taking an interest in the work of the organization. This was the reason the Business Agent was called to confirm the reports.

THUS ON JULY 12, the Business Agent of the Native Brotherhood set out on a journey that would cover at least some 600 miles by car from Vancouver to Anahim Lake. A delay or two in the Fraser River Canyon where the roads are under construction, caused the loss of an hour or two travelling.

The first stop was at Clinton, B.C., a distance of 260 miles from Vancouver. Next day, the trip was made to Williams Lake and the superintendent W. Christie of Williams Lake Agency, was contacted. Here, as in other parts of the province, many problems are being attended to from farming to medical care. It might be mentioned also, that Williams Lake is the last of good roads for the motorist attempting to reach Anahim Lake. From here on, it is anybody's guess.

IT HAD RAINED for two weeks in this remote region with the result the roads were in very poor condition. Oftimes the car would slither in the mud and ruts and proper traction was impossible. The trip from Williams Lake to Kleena Klene, some 240 miles, took a whole day of heavy driving. Here ended the last part of the third grade roads.

On the road map, the balance of the road from Kleena Klene is marked "unimproved"—this can be said again and again. Two bridges washed out by the heavy rains meant the changing of the car into a cayuse. It means that there was only one thing to do and that was to nose the car in the creek and full speed across. Luck favors drivers sometimes and these streams were forded with success.

OVER MOUNTAIN TOPS riding between boulders protruding from the road where only horses and cats can manipulate and then down in the valleys where the jumbo silt awaits the traveller - this is the road to Anahim Lake.

However, the reward of this nightmare trip is well worth the effort as the Indian encampment comes in sight at the lake and the corral of the Stampede. Native people are up bright and early and many cooking their first meal for the day.

THE SCENERY TURNS to a wonderland as the Natives are dressed for their annual attraction, "The Anahim Lake Stampede." This has been planned for months and all are wearing the clothes of the western cowboy and cowgirl. Children on horseback galloping back and forth, gaily clothed; oldsters speeding through the jackpines with no thought of age. This is their three days of fun and then back to their homes in the Rainbow and Itcha Valley, the land of the Ulkatcho's.

THREE FULL DAYS of the Stampede were enjoyed by Natives and whites in which both shared equal honors and at the conclusion of the meet, a dance was held, in which all took part. The colorful days were over for a year.

Pack horses were again being loaded with what provisions could be bought at sky high prices, covered wagons were again being used and many camps would be necessary before arriving home in the wilderness.



This is the tiny log school at Anahim Lake, a good beginning in the education of the Native youngsters in this area of the province.



Not very pretentious is this log church at Anahim Lake, but it is serviceable and is the centre of much activity.

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Broth

A meeting at Anahim ... Native Brotherhood of ... was held in the school ... after the church service ... it was well represent... members from Ulkatcho ... him Lake, Redstone, ... Creek, Cluskus, Blackwat... Lake and Nemiah Valle... school though quite a ... filled to capacity ... crowded the doorways.

This meeting was very ... as all were dressed in the ... the Range Riders and ten... hats were in evidence ever... Women sat on the floors a... was no room left. Accomp... pictures will give the rea... idea of the meeting and th... tribes represented.

Business Agent P. Nahan... ened the meeting by exp... his pleasure at the large ... ing and the interest th... people showed by the att...

THE AGED ALLOWANC... the first subject to be ex... to the people and many ag... as they were told that in ... time they would receive th... of $25 per month. Somehow ... meant new life and the ... live. The former $8 per ... Aged Allowance would ... continued. However, the ... living in that country is ... prices are double and t... some instances. The price ... cents per can of milk ... the reader an idea of wh... per month meant. $25 per ... would replace this and it ... wonder the aged wept.

Bill 267 was explained. ... The people were informed ... copy of the Bill would be ... them on the Business Age...



THIS IS A GROUP of ... who were responsible f... Lake, made necessary be... Department. The little ... Brotherhood Business Ag...

POOR COPY

Brotherhood Meet at Anahim Lake



A GROUP OF ANAHIM LAKE NATIVES stand outside the school house where their meeting was held with Native Brotherhood of B.C. Business Agent Ed Nahaney attending from Vancouver. The meeting, as the accompanying article establishes, was a very definite success.

A meeting at Anahim of the Native Brotherhood of B.C. was held in the school house after the church services and it was well represented by members from Ulkatcho, Anahim Lake, Redstone, Alexis Creek, Cluskus, Blackwater, Ootsa Lake and Nemiah Valley. The school, though quite large, was filled to capacity and many crowded the doorways.

This meeting was very colorful as all were dressed in the garb of the Range Riders and ten gallon hats were in evidence everywhere. Women sat on the floors as there was no room left. Accompanying pictures will give the reader an idea of the meeting and the many tribes represented.

Business Agent E. Nahaney opened the meeting by expressing his pleasure at the large gathering and the interest that the people showed by the attendance.

THE AGED ALLOWANCE was the first subject to be explained to the people and many aged wept, as they were told that in a short time they would receive the sum of $25 per month. Somehow, this meant new life and the urge to live. The former $8 per month Aged Allowance would be discontinued. However, the cost of living in that country is high—prices are double and triple in some instances. The price of 40 cents per can of milk will give the reader an idea of what $8.00 per month meant. $25 per month would replace this and it is no wonder the aged wept.

Bill 267 was explained briefly. The people were informed that a copy of the Bill would be sent to them on the Business Agent's return home and for them to become familiar with its contents.

MANY OTHER SUBJECTS were discussed and the people were very attentive, despite the long speech by the Brother Agent. Then enthusiasm mounted as the Convention reports were made, similar to those made by Thomas Spilsbe[illegible] for the first time, the Natives of that district heard how the other Natives fared in other parts of the province and across the Dominion of Canada. They listened with great interest as the problems of their brothers and sisters on the coast were discussed and from reports like this they will benefit. After explaining the work of the Native Brotherhood, discussions on local problems were in order.

ULKATCHO. Here is a problem that will take a lot of study and time in order to achieve for them proper administration. Ulkatcho is situated between Rainbow and Itcha mountains and is very far from any sort of civiliza[illegible] back and forth from this remote area is by pack horse and saddle. In this valley, the people live in [illegible] miles apart from each other, their main diet, as mentioned by some of the older people, consists strictly of moose meat. In the winter when the snows lie deep, they are unable to travel any great distance and their life depends on what they [illegible]. Medical aid is out of the question and no relief from the Department is available. Fifty miles through swamps from the end of the road to Williams Lake which is [illegible] away is the nearest [illegible] Bella Coola on the coast, some 90 miles which must be made on horseback through mountainous country, offers the next choice.

AN INSTANCE WHERE a little boy took seriously ill and needed medical and hospital attention, he [illegible] carried by one of the men on horseback, who attempted to make the trip to Bella Coola Hospital. The boy was bundled carefully in [illegible] clothes and was strapped to the rider in order that he would be made more comfortable. However, after travelling some 20 miles, the boy died and the rider returned to the village. Several instances similar to the one mentioned take their toll as the years [illegible].

These people are at a loss to know under what Agency to appeal for help. Oft times, Bella Coola is contacted and the people are informed that Williams Lake is their Agency and vice-versa. They feel that they are the forgotten tribe and [illegible] have asked the Business Agent of the Native Brotherhood to clarify and appeal on their behalf for some sort of understanding.

IN COVERING THE ABOVE report the situation is serious because of road conditions. Where there is a rainy spell and the roads from Williams Lake become impassable on account of mud and washouts and on the other hand the difficult travel from Bella Coola. This all helps to create difficulties and it would appear that the only solution would be to bring the Ulkatcho tribe nearer to a road end.



The Anahim Lake region is rugged country where the horse reigns as the primary means of transportation. Here a group of men are snapped as they arrive for the meeting reported in these columns.

Bringing the Ulkatcho tribe nearer the road end has its possibilities. A large ranch has been offered for sale to the Indian Department for their use and the ranch comprises some 3300 acres. This ranch is an ideal cattle ranch and has 15 beautiful log houses built on different sections of [illegible]. There are numerous corrals, breeding pastures, and other commodities, including farming implements of all description, horse machinery etc. This ranch is situated four miles from a school and this is mere travel by horseback in which the children are experts.

Thirty-five miles of new fences surround this place and plenty of water is available. It is believed that this is the answer to the Ulkatcho situation and it is hoped that the Indian department will give every consideration to this offer. On the other hand, if this offer is turned down and the rancher decides to sell out to others a good chance will have been missed.

(Continued on Page 16)



THIS IS A GROUP of typical men from the Ulkatcho Tribe who were responsible for arranging the meeting at Anahim Lake, made necessary because they felt neglected by the Indian Department. The little girl is Loretta Nahaney, daughter of Brotherhood Business Agent Ed Nahaney.

PUBLIC ARCHIVES
ARCHIVES PUBLIQUES
CANADA

POOR COPY

Continued from Page 15

Brotherhood Meeting In Anahim Lake Area

SEVERAL NATIVES are work-g on the ranch at present and e work is seasonal and when his is completed, they are forced o travel elsewhere to seek em-ployment and the children are orced to follow. The answer, no oubt lies in the ranch. Enquiries nade to farmers who employ Na-ve people to attend to the farms rought gratifying results. The mers do not hesitate to say that boys are very efficient and not need supervising — they rely employ them and they do e work.

WITH THIS EXPERIENCE, hat would prevent them from andling such projects? They have e experience, they have learned he hard way what work must be one in order to accomplish grat-ying ends. Why not give them a hance? Must this passing-the-uck go on forever?

Several other matters came up r immediate attention and these ere taken up with the proper uthorities and will be taken care f Louis Squinas, brother of Thomas, raises cattle and at pres-nt has about 100 head; he is very mbitious and sought to buy more and. He bought a tract of land nd did considerable work and mprovements on it and paid the um of $600 for it

A FEW MONTHS LATER, he was given the money back and was allowed a certain amount for his work. Louis wonders what it it all about. Thomas Squinas has a rather large ranch and is quite prosperous. Other boys full of ambition have no land at all and are applying for same without results. These are the boys with growing families and these are the boys who are forced to roam the country with their families seeking employment Covered wagons along the road are not uncommon as man and wife and kiddies plod their weary way looking for a farm that needs help The answer is the ranch that is for sale

REDSTONE RESERVE is composed of farmers and here we meet another tribe looking for assistance from the Indian Department. They informed the Business Agent that many years ago, they applied to the Indian Department for an irrigation system from a Lake some five miles away. Engineers were sent in and reports made, more agricultural men sent more reports made, yet no word of the irrigation. The people who made these requests would like to know if their request is being honored

The Indian Commissioner reports that a soil test was made by a university expert and is still waiting for the outcome of the report. It is hoped the soil tester will be found and the report given in order that some definite answer will be given to those people at Redstone Reserve

WE HOPE TO PUBLISH some encouraging news for the Anahim Lake and surrounding district in the near future

new Your Sub

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926 West Pender Street Vancouver, B.C.

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Fish Products

Michigan Reader Offers To Adopt Dick's Daughter

July 19, 1950.

Editor, The Native Voice:

Dear Friend,—It is indeed a mutual pleasure to write to you at this time as I received your Native Voice and find it to be very educational and interesting. You will find enclosed two dollars. The 50 cents can go on the next subscription.

You may ask Indian Dick and his wife if they would consider giving me one of their little girls and adopting her to me for I will give her a good home, schooling, food, clothing, the same as my own two daughters I feel so sorry for him

Who is the missionary for the Chippewa Indians now at the Rocky Mountain House in Alberta?

I am expecting a settlement here from my government of my father and my Aunt Birdie Guestland and property that they left to me when they passed away to the happy hunting grounds but I own my property here where I live now.

What do you think of this war again? I am in hopes it does not last long. I shall close now with my very best wishes to yourself

Respectfully yours,
JOSEPH V. (FROG) JOHNSTON
602 Oak St. N., Jackson, Mich., U.S.A.

Desecration of Graves Deplored By Native

The Native Voice

Dear Editor: Enclosed is $1.50 for which please send me the Indian paper, "The Native Voice."

I am a Cherokee Indian and am very much interested in the Indian's rights—especially in the matter of Indian burial grounds that have been forgotten and gradually being desecrated and torn up

It is high time that we Indians woke up on the burial ground issue, for where would we be today if it hadn't been for our ancestors? We wouldn't be here, would we?

Well, we at least should make a solemn tribute and show some respect for the graves of our ancestors that have been there for 500 years or longer. Just because the graves have been there a long time is no reason to forget them For if we go and allow the white people to come from colleges and schools and dig and desecrate our sacred Indian graves—and allow the real estate men to desecrate them—build houses over them around all these branching out towns and cities all over the United States and Canada combined—why, in a few years there won't be any ancient Indian gravevards The whites will have them all desecrated and torn up

Even the farmers (some of them) every once in awhile clear up a woodlot on an old farm where Indian mounds are and pull the stumps out and dynamite 'em out and then plow it all up for a corn field or something

Now, I ask you, how much longer are the Chiefs of the tribes going to let this sort of thing go on? **There should be a law to protect these graves.**

It is high time the Chiefs got busy. It was bad enough for the white people to come in here and take all the land away from the various Indian tribes, let alone coming out with their damned old cities and villages and buying up all the old farms and cutting roads through the mand building a dad-blamed village right over the poor old Indians' graves—and nobody does anything about it'

We Indians have got to appoint **an overseer of burial grounds**—who can travel about and find out—by going over the various parcels of lands; go through each country in the state; go through all the subdivisions and farms on the outside of all the towns and cities and look for Indian burial mounds, make a note of them on a map, especially along lakes and streams where they used to hunt and fish and have battles with other tribes. Where they used to have a village, a burial ground would be close by. There are some real estate men in Flint, Mich., here, tearing up an old Chippewa burial ground east of Flint along Tippincott Boulevard, building F.H.A houses in there

Have you any suggestions on how to stop these guys?

B. W. MADISON
1270 LaSalle Avenue,
Davison, Michigan.

Enjoys Li

Kitka
Editor, The Native Voice,
Dear Friend: I just mad
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lowance was cut off since
been in school and I have

LETTER

Mr. John Noon (7033FTO)
Thunderchild Reserve
Turtleford P.O
Sask. Canada
Dear Mr. Noon
I have just read your v
teresting letter in the pape
TIVE VOICE I am very gl
you wrote that letter, and
very glad that the editor
TIVE VOICE published it
You are quite right abo
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do to Canadian schools. The
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tions long before Columbus
was told to me by a woman
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ed into the Sioux Indian tri
a formal confirmation cere
It was she who gave me a sub
tion to NATIVE VOICE. As
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we who live today should
about it. Also the young peop
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greatness of their fathers, and

POOR COPY

Enjoys Life at Miller Bay Hospital

Kitkatla, B C

Editor, The Native Voice

Dear Friend: I just made up my mind to write to The Native Voice although I'm not good for anything But I am still learning yet

My husband has been in the hospital two years and three month now, and I am not well myself. I have had to be in the General Hospital about five times and waiting for another time yet for my operation I have three children to support since my husband is in the hospital

I went to the Indian office and asked for help but no, they can't because I had a little business store

But still I wouldn't give up. I wrote a letter to Mr. Anfield. Indian Superintendent, and asked him to get my son into school so he did and my son is in the Alberni School now. His family allowance was cut off since he has been in school and I have to send him money and clothes, candy and fruit every month. Just my daughter gets her family allowance but that isn't enough for her, everything costs so much

In the summertime, I worked in the Cannery, B C. Packers since my husband is in the hospital The manager, Mr. Wallace, sent a boat to get me to the cannery and after the season took me home again I am really proud of him

I prayed and prayed to God to help me and give me strength in mind and a pure heart. I just don't care what the people say about me so I made up my mind to phone to Mr Anfield when I was in town and ask him to help me get a job at Miller Bay Hospital He did, and now I have been working at Miller Bay for two months and one week today

I am so glad I can't wait for another day to start to work in the kitchen staff. Oh, I enjoy myself I felt that I was back to school again I don't want to miss a day's work. The matron is Mrs. Davis then there is Miss Stevenson, and Miss Hall, and Miss Vincent is my boss in the kitchen

The rooms are nice and there is good residence for the maids and good meals too. On the 11th a party was held in the nurses' residence for Dr. Irene, who is leaving Miller Bay. Dr. Burgess presented a gift from the nurses and maids and also Dr. Olga and Dr Myron's baby received gifts from the nurses. Oh, it was a wonderful party and I enjoyed it

I have forgotten all my worries since I have been at Miller Bay and now the government closed up my store

MRS KATE RIDLEY



MOSES ALFRED

LETTER TO JOHN NOON

Mr. John Noon (7033FTO),
Thunderchild Reserve
Turtleford P O
Sask. Canada

Dear Mr Noon

I have just read your very interesting letter in the paper NATIVE VOICE. I am very glad that you wrote that letter, and I am very glad that the editor of NATIVE VOICE published it

You are quite right about the schools. Your comments apply to the schools here the same as they do to Canadian schools There are too many funny books (which are NOT funny) and there is not enough serious INFORMATION that tells us how to live in this very crazy world

The trouble is that the natural wealth of the world in many of the countries, has been actually stolen by a few people who use power machinery and the labor of many people to get mere wealth for themselves. There is no proper distribution of the finished goods and the people who do the labor, do not receive enough money to buy the things which their labor has produced. We must all help to correct that very bad condition. To do so we must all be educated. We must understand what is causing our troubles before we can do much about it

The crimes of the white man against the Native peoples of this continent are almost beyond belief. I have been learning about them only recently. I heard about the GREAT PEACE LEAGUE that was set up here by the Five Nations long before Columbus. This was told to me by a woman who is part Indian, and who was adopted into the Sioux Indian tribe in a formal confirmation ceremony It was she who gave me a subscription to NATIVE VOICE. As a result, we have been making colored lantern slides to tell that great story by means of pictures on the screen It was the Indians who had the first UNITED NATIONS, and we who live today should know about it. Also the young people of the Indians should know about the greatness of their fathers, and our schools have utterly FAILED to teach that to any of us I am trying to do what I can to use pictures in teaching these great and important facts about a great and important people. I believe that the motion picture camera should these important facts, and it be used to tell the truth about should NOT be used to present a lot of nonsense and lies

I know that you worked hard to write that letter, but I can easily understand it. I think I will send it to some of my young friends in Japan who are also learning English. I have found some very fine young people there also. Get all the education you can. If possible, learn about the use of motion pictures in schools and learn how to use them yourself. The ordinary theatres are NO GOOD, but good pictures can be found, and they can be made The theatres and the early pictures about the Indians have made all of us believe things about the Native people which are NOT TRUE at all. Good pictures must be used in the schools and churches to correct all this

I hope you will write to me, and maybe I can send you some information that will help in some way I could tell you more about picture machines and films. Thanking you for your effort in writing that letter, I am, your sincere friend.

WALTER MILLSAP,
1125] So. New Hampshire Av
Los Angeles

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Fisherman Moses Alfred Makes Success of Work

Moses Alfred of Alert Bay is one of the best-known Native fishermen on the British Columbia coast, the first to take out a captain's license for a seine boat in the province. Though he no longer engages in seining, he still owns the seiner "J 14 which is operated by his nephew, Ben Alfred, Jr

At one time Moses Alfred drag-seined in the Nimpkish River but he now concentrates on operating his herring bait pond at Cramner Pass, across from Echo Bay.

It is said that Moses was the first Native to own a seine boat and this is probably true. The old J 14' still catches more fish than many of today's more modern seine vessels

There are now reported to be some fifteen seiners owned by the Nimpkish people

Ben Alfred, Senior, Moses' brother, was skipper of the "J 14 after Moses, but he is now in Saint Paul's Hospital in Vancouver

Moses Alfred is regarded as kind and an example to many of his people.

He has eleven children living and his three eldest sons have followed their father's vocation, all of them now carrying on as seine boat captains

Moses is the proud grandfather of 40 children, seven of them the family of his eldest son, Alvin and seven also the children of his daughter who is the wife of James Sewid of Alert Bay His eldest granddaughter in the Sewid family is married to William Cook son of Reg Cook

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PROSPECTORS

The Mineral Act defines a mineral deposit as "any occurrence of mineral in place in appreciable quantity, having a present or prospective value."

A certificate of improvement on a mineral claim will be issued to the lawful holder of a claim on completion of the terms under Section 58, Mineral Act.

Proof that a mineral deposit has been found within the limits of a gold claim to the satisfaction of the Gold Commission is necessary under Section 58, otherwise no certificate can be issued.

In the case of a group of claims, developed as a group, a mineral deposit need only be found on one of the claims in the group to to serve for all claims. This law has been in effect since 1938.

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BRITISH COLUMBIA

Department of Mines

Parliament Buildings, Victoria, B.C.

506

Brotherhood R

Yuquot Discusse

There was a large meeting held August 7 from Vancouver. Chair those present at the me of the Brotherhood.

Ed Nahaney opened the by reporting the latest d ments on the proposed water that was now to be Coast Quarries If certain sions were granted regard free use of the rock necess the construction.

A full explanation wa given as to the reason th would assist to speed up tions. If payment were by the Band. It would me further negotiation would quired and that it was now the season and could mean necessary delay.

THE YUQUOT MEMBE a long discussion on th ter and every phase was considered and these dis were also explained in the dialect of the Nootka tribe

Maurice McLean, "I wish this opportunity to com the Native Brotherhood on the great work they ar in the interest of the Nati ple. And I also wish to th Business Agent, Ed Nahan has travelled a great dist be with us today in o

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602 Kingsway Pho

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Brotherhood Report

Yuquot Reserve Meeting Discusses New Breakwater

There was a large attendance of the majority of the Yuquot Tribe at a special reserve meeting held August 7 at Nootka, with Native Brotherhood of B. C. business agent attending from Vancouver. Chairman of the meeting was Jacob Louie; secretary was Pat Murphy, and those present at the meeting included Moses Smith, North West Coast District Vice-President of the Brotherhood.

Ed Nahaney opened the meeting by reporting the latest developments on the proposed breakwater that was now to be built by Coast Quarries if certain concessions were granted regarding the free use of the rock necessary for the construction.

A full explanation was also given as to the reason that this would assist to speed up operations. If payment were required by the Band, it would mean that further negotiation would be required and that it was now late in the season and could mean an unnecessary delay.

THE YUQUOT MEMBERS held a long discussion on the matter and every phase was carefully considered and these discussions were also explained in the Native dialect of the Nootka tribe.

Maurice McLean, "I wish to take this opportunity to compliment the Native Brotherhood of B.C. on the great work they are doing in the interest of the Native People. And I also wish to thank the Business Agent, Ed Nahaney, who has travelled a great distance to be with us today in order to solve our problems and to give us advice. Therefore, on behalf of the Chief and the tribe;—

"I Move that we the Yuquot tribe grant full permission to the Coast Quarries Construction Company to remove from this Reserve whatever rock necessary to construct the breakwater in order to speed up the operation, and this Rock be given free of charge Also that we co-operate to the fullest extent with the company regarding the assistance to the men who are to be employed and to the use of the Reserve for the machinery for construction."

Seconded by August Murphy Carried unanimously by a hand vote

Mr. D. ROSS, Superintendent of Coast Quarries then addressed the meeting and wished the tribe to take up the matter of renting the house of John Jumbo for construction crew members and was assured by the tribe that John Jumbo would be contacted and familiarized with his request. Ross also explained that water would have to be piped in from a lake nearly a mile away for the construction crew and this would be taken up on his return to Vancouver.

Slabs of rock were taken from the break-water site and these were being forwarded to Ottawa for testing

Samples of the lake water were also taken

AUGUST MURPHY then proceeded to relate the wishes of the Yuquot tribe regarding the behaviour of the crew members while working on the Reserve

D Ross assured the people that this would be well taken care of under his supervision

The question of the Fisheries was the next problem and this was in regard to a letter from the Supervisor of Fisheries regarding the closure and opening dates of the West Coast to net fishing. The dates proposed by the Fishery Department suggested in the interest of salmon conservation that a closure should be from September 1st, 1950 to October 1st, 1950 in the district of Quatsino and Kyuquot

A LETTER WAS THEN read by the Business Agent from Allen George, secretary of the North West Coast who had held meetings with Kyuquot, Newchaltiz, Queens Cove and Ehattisat and these tribes had agreed with the recommendation of the Fishery Department and the opening dates in that district were satisfactory on October 1st, 1950

The Yuquot Nootka tribe gave the matter serious consideration and they moved that the opening dates suggested would also be accepted by them. This was seconded and carried unanimously.

MOSES SMITH SPOKE in regard to the conservation and explained the situation regarding the spawning year of 1945 and the complete closure of 1949 and the reason, mentioning the fact that it was on record that the Native People of the West Coast had taken the brunt of this means of allowing the escapement of fish to the spawning grounds. The sacrifice, he believed, was well worth the effort as it was hoped the future generations would benefit by sacrifices of this kind. He warned the people that no doubt more sacrifices might be necessary if the salmon were to be saved from being obliterated.

It was moved and seconded that the recommendations regarding boundaries etc. be tabled until a full meeting of the fishermen concerned would be possible and their decision be forwarded to the Business Agent at Vancouver

IT WAS THEN SUGGESTED the question of the Natives us[e] their Native dialect on the boa[t] to boat call be taken up with the Department of Transport on [be]half of the West Coast people

It was moved and seconded th[at] the appointed Fishery Officer on duty on the North West Co[ast] refused the right to do comm[er]cial fishing while on duty an[d] that he be required to leave t[he] ing poles down when maki[ng] rounds.

It was moved and seconded tha[t] the above be forwarded to Fi[sh]ery Department, and the motion was carried unanimously



MRS. MARY HALL

An up and coming young matron heads the Native Sisterhood Plant Committee at Nama for the season in the person of Mrs Mary Hall. Mrs. Katherine Green writes: "I have high hopes for Mary. Her lovable personality and winning smile will take her a long way. She is the daughter of Mr. and Mrs. Philip Wilson of Bella Bella. Mrs. Beatrice Brown and Mrs. Gertie White are the other reliables of our Plant. Good luck to our Sisterhood."

REA OF SUNSHINE



Bill Rea of "NW" brightens B.C. homes three times daily. Hear Rea's "Roving Mike" at 8:45 a.m. the "Jack Pot" at 9:10 a.m. and "Bill Rea's Roundup" from 12:15 till 3 p.m. on CKNW.

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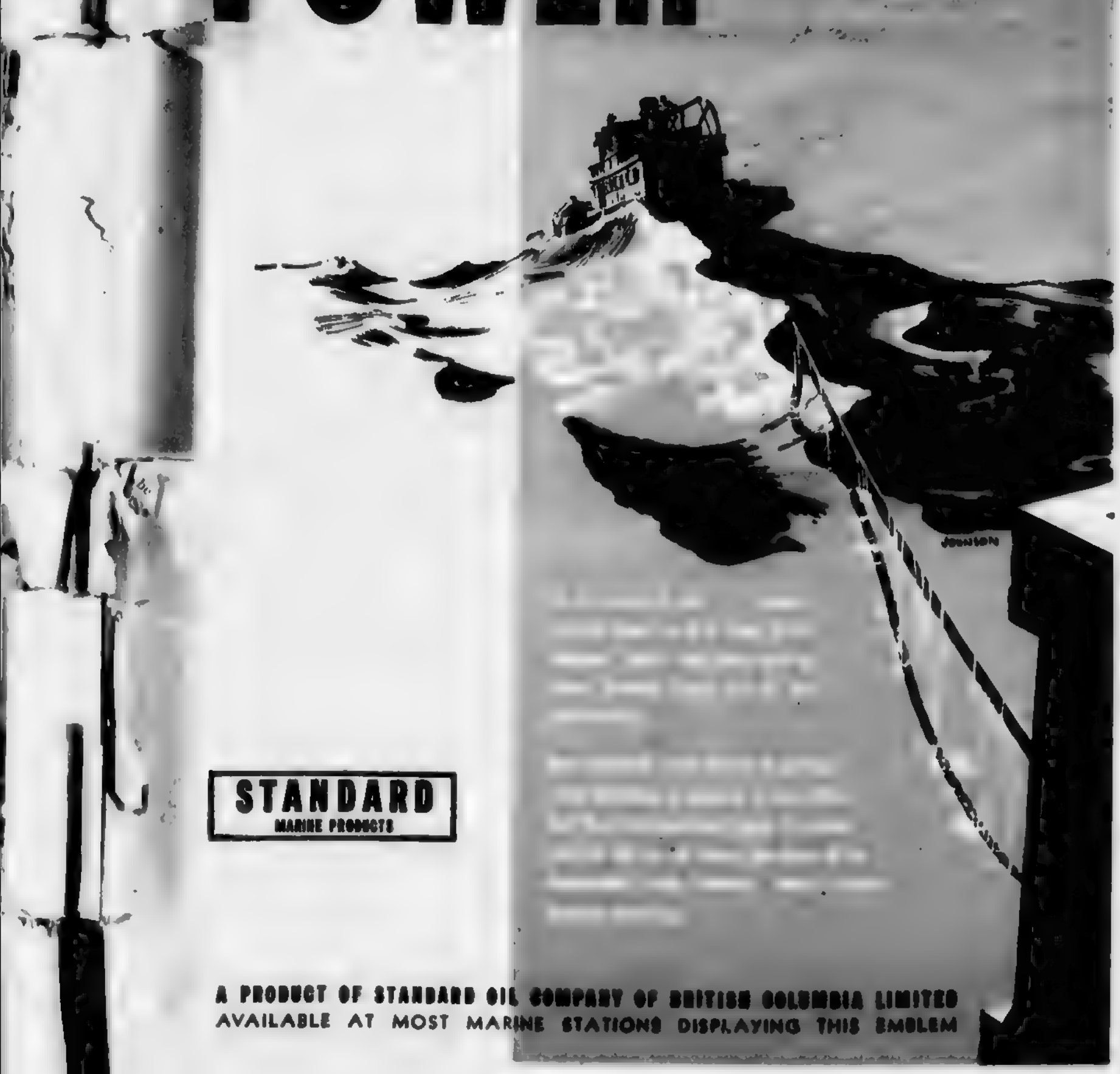
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CANADA

DEPARTMENT OF CITIZENSHIP AND IMMIGRATION

INDIAN AFFAIRS BRANCH

PLEASE QUOTE
File 1-1-1 B.C.
( )

Ottawa

September 20, 1950.

Memorandum:

TO: [illegible].

I hope that you have noted the gradual change in the attitude of the "NATIVE VOICE" towards our educational work in B. C. Your particular attention is drawn to the attached issue.

You will find pictures of the Miller Bay Hospital School and a feature story on page 5 dealing with school attendance.

You will note that there are also two contributions on page 3 and page 13 from pupils of our Indian schools as well as a story on the awards given to our pupils by the B. C. Indian Arts and Welfare Society.

B. F. Neary

Bernard F. Neary,
Superintendent of Education.

encl.

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CANADA

Indian Affairs. (RG 10, Volume 6002, File 1-1-1, part 8)
School Files

PA

1-1-1 (E)

Ottawa, June 2, 1950.

Memorandum:

THE DIRECTOR

The Minister's Notes on the School Section of the Indian Act

1 (a) Day Schools

This is correct but there are still a few day schools remaining which were built

(a) by the churches
(b) by the Indians (band funds)
(c) by the Department in conjunction with (a) and/or (b).

1 (b) Residential Schools

Buildings

Some of these schools were built by the Department and are referred to as "Government-owned". Of the 69 residential schools, some 46 are in this category. The remaining schools were built by the churches (18 Roman Catholic and 5 Anglican) and are referred to as "Church-owned" schools.

Operation

A per capita grant is paid to the school management for the education and care of each Indian child whose attendance is duly authorized by the Department.

Maintenance

In addition the Department pays the following items (I) Major repairs in accordance with our regulations. At a "Government-owned" school we can exceed where necessary, items listed in our Estimates. At a "Church-owned" school this cannot be done without approval of the Governor-in-Council. For example, if a repair job at a "Church-owned" school costs $1,005.00 and the Vote only allows $1,000.00, then we must arrange a transfer and secure an Order-in-Council for the additional $5.00 required.

(II) Equipment such as desks, blackboards, laundry machinery, electrical generators, etc., in accordance with our regulations. As in (I) above, the "Church-owned" schools cannot exceed the sums specifically voted.

(III) School supplies including texts, scribblers, manual training tools, etc.

(IV) Grants towards salaries of night watchmen for winter months at certain schools.

(V) Grants towards salaries of manual training instructors where their qualifications meet our requirements.

I would also point out for the Minister's information the fact that the Department can request the dismissal of staff members or of the Principal. This has been done on several occasions in the last few years and we have always had the co-operation of the church concerned.

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2 We agree that in Section 10(2) of the old Act the difference between "A Roman Catholic (or Protestant) School" and a "School conducted under Roman Catholic (or Protestant) auspices" lay in the point of ownership. In other words, it is believed that the meaning of a "Roman Catholic (or Protestant) School" was a school both owned and operated by the church concerned. A "School conducted under Roman Catholic (or Protestant) auspices" is believed to have referred to a school owned by the Government but operated on its behalf by the religious denomination concerned.

Nomination of Day School Teachers

In certain day schools the Department allowed the churches to nominate the teachers but retained the right of dismissal if such teachers proved unsatisfactory. This practice of nomination has been greatly reduced in the last three years and will probably disappear. The Department of course will have to make certain that teachers are appointed who are of the denomination of the majority of the Indians concerned as provided for in Section 121 of the new Act. This precludes the appointment of teachers by the Civil Service Commission, and leaves the matter in the hands of the Department as authorized by Order-in-Council.

3. Provincial schools vary of course in the use of the term "public". In Quebec these are Roman Catholic schools, in other provinces they are "non-denominational". We pay tuition fees for Indian children who attend such schools.

The Minister is correct in his summary of the three types of schools to which Roman Catholic children might be sent but we might also add a fourth category of school,

(d) a provincial school or private school in which religious instruction in the Roman Catholic faith is given by the teacher or by a priest.

Section 118

I agree with the Minister's summary concerning this section and feel that the adjective "residential" school should be eliminated throughout this section.

Our practice at the present time where we have pupils of a religious minority, insufficient to establish a school, is to take one of the following actions:

(a) send the children concerned to a residential school of the faith concerned,

(b) send the children to a nearby provincial school or separate school if available.

B. F. Neary

Bernard F. Neary,
Supt. of Indian Education.

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as of October 31, 1950

POSITION ESTABLISHMENT OF INDIAN SCHOOLS

(Three Residential Schools Included)

PROVINCE	TOTAL ESTABLISHMENT	VACANCIES	TOTAL TEACHERS	TOTAL PERMANENT TEACHERS	TOTAL TEMPORARY TEACHERS	FULL TIME TEMPORARY	PART TIME TEMPORARY	COMBINED	SEASONAL
P.E.I.	2 (2+0S)	0	2	0	2	2	0	0	0
N.S.	23 (23+0S)	1 (1+0S)	22	0	22	22	0	0	0
N.B.	14 (14+0S)	0	14	1	13	13	0	0	0
P.Q.	69 (57+12S)	13 (1+12S)	56	0	56	52	2	2	0
ONT.	161 (142+19S)	22 (3+19S)	139	13	126	122	3	1	0
MAN.	80 (77+3S)	6 (3+3S)	74	3	71	66	2	3	0
SASK.	52 (50+2S)	6 (4+2S)	46	3	43	43	0	0	0
ALTA.	34 (34+0S)	3(3+0S)	31	0	31	31	0	0	0
B.C.	120 (118+2S)	8 (6+2S)	112	3	109	103	1	0	0
N.W.T.	13 (12+1S)	2 (1+1S)	11	0	11	11	0	0	0
YUKON	11 (8+3S)	4 (1+3S)	7	0	7	6	1	0	0
TOTAL	579 (537+42S)	65 (23+42S)	514	23	491	476	9	6	0

31-10-50
.J.

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ROUTE SLIP

PASS TO:

1. [illegible]

2. Toronto + P.A.

3. ON 1-1-1

4. .....

Date 1-11-50

Initials A.M.

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Indian Affairs. (RG 10, Volume 6002, File 1-1-1, part 8)
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pa

1-1-1

(57)

,October 30, 1950

Memorandum:

MISS L. JOHNSTON

Please find attached Oath of Allegiance and Oath of Office and Secrecy forms completed by our Indian school teachers.

Bernard F. Neary,
Supt. of Indian Education.

AM/MMcN

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Copy sent Mr. Pratt & Chief
Treasury Officer

1-1-1 (E)

file copy

, November 1,1950.

Memorandum:

Mr. Jaucet
Major Clark
Major Eisenhardt
Mr. Crack

Travelling Expenses

It has been brought to my attention that the officials of this Division are lax in forwarding to Treasury their travelling expense claims and in accounting for advances made for inspection trips.

This Division is by far the worst in the Branch and therefore I have been told that all officials in future must account for these advances within ten days of their return from an inspection trip. If there are special circumstances, I would like to hear about them.

In future, I am not prepared to sign a requisition for an accountable advance for a trip unless previous accountable advances have been settled with Treasury. The only exception will be where an official is in town only two or three days and is being required by special circumstances to make another trip.

Bernard L. Neary,
Supt. of Indian Education.

BLN/MH

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PA 1-1-1

0/122-11-1 (E3)

Ottawa, November 7, 1950.

Andrew Paull, Esq.,
President,
North American Indian Brotherhood,
P.O. Box 211,
Vancouver, B.C.

Dear Mr. Paull:

In reply to your letter of October 25, I am pleased to supply you with some information additional to that which may be found in the Annual Reports of the Department which I expect you have.

The post-war period has seen the emphasis shift from the construction of residential schools to the provision of day schools wherever the Indian community is prepared for them.

However, as materials and labour became available construction of three residential schools has been begun. These are at Lower Post, B.C., Hay Lakes, Alta., and Seven Islands, P.Q. To build and equip such schools requires a minimum of $300,000.

During the same period the Department acquired a former Army barracks at Prince Albert, Sask., for use as a residential school. This institution now enrols 349 pupils. The Department also contributes to a privately-operated boarding-school for Indians and others at Whitehorse, Y.T.

Since World War II the number of teachers in our day schools has increased from 285 to 505 (November, 1950). There has been a gratifying improvement in the professional standing of our Indian school staff as will be seen from a study of the figures that appear in the attached table A.

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The increase in day schools is most notable in Alberta which was formerly served by eighteen residential schools and three small day schools at Sarcee, Frog Lake and Keeheewin.

There are now nineteen residential schools. The three day schools named have recently been replaced by up-to-date buildings. In addition, day schools are now being conducted or are under construction at: (North to South)

Upper Hay River	Stony Plain (two)
Fort McKay	Ermineskin
Atikameg	Hobbema (three)
Whitefish Lake	Louis Bull
Janvier	Montana
Saddle Lake (two)	Bighorn
Goodfish Lake	Sunchild
Alexander	Eden Valley
Michel	Blackfoot
Alexis	Peigan

In the Yukon, Indian children may now attend day school at: (North to South)

Old Crow	Burwash Landing
Moosehide (Dawson)	Whitehorse
Mayo	Teslin
Carmacks	

In the Northwest Territories, Indians of the Mackenzie River area who formerly were served by four residential schools now have day school facilities functioning, or nearing completion at:

Aklavik	Fort Rae
Fort McPherson	Yellowknife
Arctic Red River	Fort Simpson
Fort Good Hope	Rocher River
Fort Franklin	Hay River
Fort Norman	Fort Smith

I include the most recent map of the Yukon-Northwest Territories area, showing the places I have mentioned above.

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One of the Department's recent innovations is the Hospital School. The teachers at these schools are included under the classification "Welfare Teachers" in table B herewith. They are on duty all year round except for the usual annual leave of eighteen days. Hospitals and sanatoria where such teachers are employed are situated as follows:

In British Columbia	Coqualeetza Miller Bay Nanaimo Alert Bay
In Alberta	Charles Camsell (Edmonton)
In Manitoba	Clearwater (The Pas) Dynevor (Selkirk) Brandon
In Ontario	Sioux Lookout Moose Fort Weston Fort William

The Parliamentary Committee's recommendation that wherever possible Indian children should receive their schooling along with other children is being implemented more and more each year as opportunities arise. I include a summary of the latest figures available of Indian children attending provincial and private schools in (a) the elementary grades and (b) secondary grades and special courses. The latter includes university students and teachers in training. These figures, you will observe, are greatly increased over the numbers for which provision was made before the recent war. In those days the vote for "tuition grants" from which the expenses of these pupils were defrayed was between $30,000 and $40,000. Last year the sum of $135,000 was voted and spent for this purpose. The highly interesting details of such attendance and expenditure in British Columbia, in which I gather that your P.T.A. members would be

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particularly interested may be confirmed by Mr. Indian Commissioner Arneil who may also have other information of particular local interest that he can make available.

Please be assured that I appreciate very much your interest in these matters and your desire to support the Department's efforts to improve the educational facilities available to Indians.

Yours sincerely,

Director.

CAFC/MMcN

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/- / -

/ - / - /

, November 4,1950.

Mr. Emile Vincent,
1647 Aylwin St.,
Montreal, P.Q.,

Dear Sir:

I have for answer your letter of October 16.

I attach copies of our last Annual Report in which you will find a section devoted to Indian education.

I could provide you with additional information, were I informed of your particular interest in Indian education.

Yours sincerely,

Bernard F. Neary,
Supt. of Indian Education.

Encl:

BFN/RM

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Indian Affairs. (RG 10, Volume 6002, File 1-1-1, part 8)
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EMILE VINCENT,
1647 Aylwin Street,
Montreal.

Montreal, October 16, 1950.

Department of Indian Affairs,
O t t a w a .

To whom it may concern:

I should be very grateful to you to kindly send me within the shortest possible delay all the literature published by your Department for the use of the public, concerning schools and education for Indians.

I thank you in anticipation for your prompt attention to this matter.

Professor at the Montreal
Technical School.

Urgent

Translation
MJS/GF
23-10-50

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ILE VINCENT
1647, rue Aylwin
MONTREAL

Montréal, 16 octobre 1950

Département des Affaires indiennes

Ottawa

#231

A qui de droit,

Vous m'obligeriez en m'envoyant dans le plus bref délai possible toute la littérature de votre département mise au service du public relative aux écoles et à l'éducation des indiens.

Mes remerciements anticipés pour la diligence que vous daignerez m'accorder pour cet envoi.

Professeur à l'Ecole Technique
de Montréal.

Références urgentes.

CITIZENSHIP & IMMIGRATION
TRANSLATION
RECEIVED OCT 19 1950
RETURNED
INITIALS

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1-1-1

(E)

November 10, 1950.

Miss Geraldine Findlay,
Longfellow School,
Muncie, Indiana, U.S.A.

Dear Miss Findlay:

I have for answer your letter of November 5, 1950. The letters from your pupils have been sent to the following addresses and I sincerely hope that you receive replies from our Indian pupils. I have asked the teachers and principals of the schools concerned to have their grade 3 and grade 4 pupils reply.

Please let me know if your plan meets with success:

(1) Iroquois - J. Hill, Supervising Principal,
Six Nations Indian Schools,
Ohsweken, Ontario.

(2) Chippewa - W. Ard, Principal,
St. Clair Indian School,
Sarnia, Ontario.

(3) Cree - Reverend Father P. Piche, O.M.I.,
Principal,
Qu'Appelle Indian Residential School,
Lebret, Saskatchewan.

Sincerely yours,

Bernard F. Neary,
Superintendent of Education.

BFN/ms

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1-1-1

(E)

November 10, 1950.

Mr. J. Hill,
Supervising Principal,
Six Nations Indian Schools,
O h s w e k e n, Ontario.

Dear Mr. Hill:

I have received a letter from Miss Geraldine Findlay, teacher of grades 3 and 4 at the Longfellow School, Muncie, Indiana, requesting that we have grade 3 and grade 4 pupils answer letters from her class. I attach one of the letters and would appreciate your giving it to one of your teachers so that her pupils might reply.

Yours sincerely,

Bernard F. Neary,
Superintendent of Education.

Encl.

Letter sent also to: Mr. W. Ard, Principal, St. Clair School,
Sarnia, Ont.

[redacted] to: Rev. P. P[redacted], O.M.I.,
Principal, Qu'Appelle Res. School,
Lebret, Sask.

BFN/ms

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KODAK SAFETY FILM

Longfellow School
Minneie, Ind.
Nov. 5, 1950

Supervisor of Indian Education
Bureau of Mines & Resources.
Canada

Dear Sir:

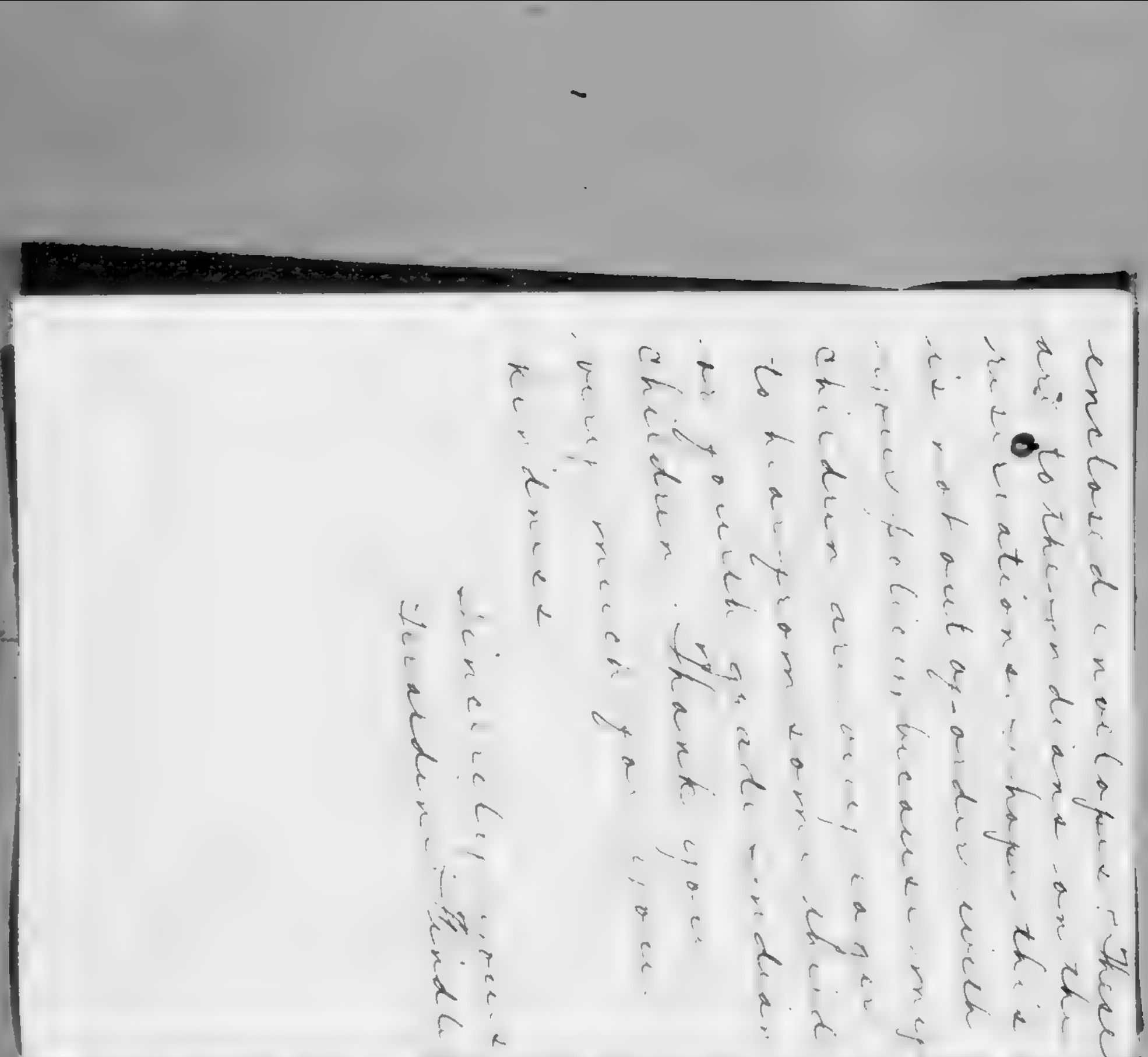
I am a third grade teacher and have a class of 42 children, who are at present working on an unit about the American Indian. The children, wishing to actually correspond with the Indian child of to day, have written their letters.

Not knowing the correct address, and whether or not they will reach their destination, I am appealing to you.

Would you please put the correct address on the

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1-1-1

(E)

November 10, 1950.

Mr. R. Moffatt,
Muskoka Sanatorium,
Muskoka, Ontario.

Dear Sir:

Your name has been given to me by Dr. Stethers, with the suggestion that I write to you concerning your teaching techniques.

We have now a large number of teachers employed in Indian hospitals and are naturally on the lookout for new techniques and devices. I realize this will be difficult for you to write about but would like to have one of our Inspectors visit you at the school early in the new year.

If this is possible, I would be pleased to hear from you.

Sincerely yours,

Bernard F. Neary,
Superintendent of Education.

BFN/RM

PERSONAL

October 26, 1950.

Reverend J. Edward O'Flaherty, S.J.,
St. Andrew's Rectory,
292 Arthur Street,
Port Arthur, Ontario.

Dear Father O'Flaherty:

I have for answer your letter of October 13 concerning the Chapleau Agency.

Both Mr. Jeffries and Mr. Vallis are qualified and certificated teachers. I realize that one is an Anglican clergyman and the other is about to be ordained. However, arrangements can always be made for the Catholic children to be excused if religious instruction is being carried on in the classroom. This is done in some of the Catholic day schools which are attended by Protestant children.

With regard to Mr. Clark, I am glad you give him the benefit of the doubt as we have had no complaints concerning him previously in this regard.

Sincerely yours,

Bernard F. Neary,
Superintendent of Education.

BFN/mk

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1-1-1

MUSKOKA HOSPITAL

FOR THE TREATMENT OF TUBERCULOSIS

ESTABLISHED 1896

OPERATED BY

NATIONAL SANITARIUM ASSOCIATION

13191

TELEPHONE
GRAVENHURST 488

SANITARIUM P. O., ONT.
NEAR GRAVENHURST

November 16, 1950.

RECEIVED
NOV 18 1950
INDIAN AFFAIRS BRANCH

Mr. Bernard F. Neary,
Superintendent of Education,
Department of Citizenship and Immigration,
OTTAWA, Canada.

Dear Mr. Neary:

Thank you for your letter of November 10 inquiring about our teaching techniques in Muskoka Hospital School.

I agree that an on-the-spot inspection would be preferable to a written description. We shall be very pleased to have one or several of your inspectors visit us for a day or two early in the new year. Dr. Ross, our superintendent, has asked me to advise you that we shall be happy to provide meals for your representatives and, if quarters are available at that time, we shall welcome them as guests in that respect also.

So that I may be sure of being home, I would appreciate your setting a date for anytime after January 2.

We shall look forward to a mutual exchange of ideas; I am sure advantage will be derived on both sides.

Yours very truly,

R. M. Moffat.

R. M. Moffat,
Educational Director.

RFM/JM

REGISTERED
NOV. 18 1950
RECORDS
INDIAN AFFAIRS

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(E3)

,November 24, 1950.

CHIEF, EDUCATION DIVISION

Letter from Professor E.R. Laycock

I suggest the following for inclusion in the answer to Professor Laycock:

My dear Professor Laycock:

With regard to the sugrestions that apear on page 3 of your letter I am pleased to supply the following information.

(Para. 1) See copy of Hansard.

With regard to the last sentence of Para. 1 I quote from the report of an Educational Survey Committee which recently worked in your own province at Broadview:

> "The Committee has made recommendations intended to ensure that the organization of these schools and their interration with other units of the school system will provide the Indian children with educational advantages comparable to those now enjoyed by other children."

Officials of this Division are on the move throughout the country from time to time seeking to achieve this ideal.

(Para. 2) Per Capita grants.

(Para. 3) In the Day schools the Department makes generous provision of materials for the teaching of a variety of manual arts wherever the teacher possesses any degree of professional competency for this instruction

..2

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and often where the teacher is only an amateur and is seeking to develop additional skills which she can cultivate in her pupils. A notable example is the work of Miss Lilias Farley (formerly of the Vancouver School of Art) at the Whitehorse Day School in the Yukon where the children are being trained to work in a variety of fine and useful arts and materials. Again on the Six Nations Reserve near Brantford the pupils of 12 scattered schools are taken to a recently-established centre where the boys receive instruction in Manual Training and shop work and the girls are taught Home Economics by highly qualified instructors employed by this Department. At Caughnawaga, near Montreal, similar provision is made for the pupils of two schools having a total of 15 classrooms. In the Maritimes at Shubenacadie and Eskasoni where residential and day pupils are concentrated in the same buildings, similar provision is made. Elsewhere at points where there is not a concentration of Indian pupils which would permit the full-time employment of instructors by this Department, arrangements are made with local school boards to admit Indian pupils to the Manual Training and Domestic Science classes conducted by local school boards. Examples of this development may be seen at Sarcee in Alberta where the pupils are transported to Calgary and at Alberni in British Columbia. Most of our residential schools, of course, have these facilities and where day school pupils attend a residential centre (a development which is being encouraged) they receive the same instruction. The Department faces, of course, problems very similar to those of school districts which find difficulty providing even the rudiments of Vocational Training and guidance to the pupils of small and scattered elementary schools. There is an increasing number of Indian students who receive "tuition grants" i.e. monetary assistance that provides them with the cost of room and board as well as the necessary fees to attend installations that complement the training received in Indian schools. The Department is subsidizing the attendance of pupils at vocational schools in such cities as Montreal, Toronto, Winnipeg, Calgary and Vancouver. Your Federation may be assured that as opportunities to extend this form of education arise they will be fully exploited by our officials

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particularly by the Supervisor of Vocational Training who has been in the employ of the Indian Affairs Branch for the past 10 years.

(Para. 4) In view of your suggestion that the Indian Affairs Branch should seek the advice of Major Eisenhardt, formerly Director of National Fitness with the Department of Health and Welfare, it will be gratifying to your Federation to learn that Major Eisenhardt has for some months held the appointment of Supervisor of Physical Education and Recreation in the Education Division of the Indian Affairs Branch. This official has already made an extensive survey of existing facilities and probable requirements in his field. An increased allotment of funds has been made for this purpose, and considerable expenditures have already been made to provide on an increased scale the equipment which your Federation desiderates. Because many of our schools are situated where the winters are long much emphasis has to be placed on indoor play activity, and consequently gymnasia are under construction or are projected at various points. By the same token there has been a great increase in the provision of motion picture apparatus and films to each school. I attach a circular describing the most recently established film circuit.

promising

(Para. 5) There has lately been a closer relationship between field officials of this Branch and executive members of your Federation and attempts have been made at points as far apart as Muncey, Ontario and Sarcee, Alberta. The Indian Affairs Branch expects that there will soon be other local associations formed. It is possible that some of the numerous "Homemaker's' Clubs" which have been functioning for many years, particularly east of the Great Lakes, may take the name of Home and School organizations which, in effect, they really are. Meanwhile the Indian schools by means of pupils' associations and clubs are seeking to give those aspects of citizenship and training which will fit and inspire the pupils in adult life to be active in parent-teacher liaison work. It is expected that the Indian School Inspectors shortly to be appointed will give added impetus to this development, just as the recently appointed social workers have also made their influence felt in the "Home and School" movement. As all these officials work within either the Indian Commissioner's office in Vancouver or the offices of the Regional Supervisors in the capitals of the Prairie Provinces, North Bay, Ontario, Ottawa, and Eskasoni, N.S., the literature provided by your

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Federation might well be directed to these offices, and where there is any charge for such literature you may be assured the charges will be paid as one of our more welcome expenditures.

In regard to your comments on the type of education provided, your Federation is invited to visit and inspect some of our installations which serve as models of what we are trying to do in other places where it is possible to improve the situation. I have already mentioned Caughnawaga and Muncey, and your Federation members are acquainted, no doubt, with the very superior installations which exist at Alberni, Kamloops, Fort Qu'Appelle. Your attention is particularly invited to our installations at Prince Albert where we are attempting to serve the needs of nearly 500 Indian children. In Prince Albert special provision is made for the adolescent beginners and an attractive programme is provided under enlightened guidance.

You mention your Committee's concern over the limited number of Indian children enrolled in the High School grades. I shall direct the officials of the Education Division to provide you with the latest statistics which will show the increasing number of Indian children enrolled in secondary schools. It is the policy of this Department that wherever possible secondary education for Indians shall be received in schools attended by other children. For the moment I can assure you that the total of Indians enrolled in High Schools in Brantford, Ontario, Brandon and Birtle, Manitoba, Edmonton, Alberta, and Alberni and Alert Bay in British Columbia, is a very encouraging figure.

As far as the curriculum in the Department's elementary schools is concerned the usual practice is to follow the curriculum of the province with adaptations recommended by provincial school inspectors, the Department's own travelling officials and those teachers and other workers who have acquired knowledge of local requirements. All teachers are encouraged to associate themselves with local professional groups in the discussion of subjects calculated to give the Indian child the same opportunities that are available to other future citizens.

Yours most sincerely,

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THE MOUNTAIN SANATORIUM

PATRONS
THEIR EXCELLENCIES THE GOVERNOR GENERAL AND THE RT. HON. THE COUNTESS ALEXANDER OF TUNIS

FOR THE TREATMENT OF PULMONARY TUBERCULOSIS

ESTABLISHED 1906 BY THE HAMILTON HEALTH ASSOCIATION

H. T. EWART, M.D. MEDICAL SUPERINTENDENT

J. A. SMITH-GOLDEN BUSINESS MANAGER

HAMILTON
CANADA

1950-NOV-23 PM 2 10

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11851

IN REPLY REFER TO

November 21, 1950.

Col. B.F. Neary,
Superintendent of Education,
Indian Affairs Branch,
Department of Citizenship and Immigration,
Ottawa, Canada.

Dear Sir:

Mr. Terrett was in to see me a few days ago and said that you were interested in putting a teacher in this institution to carry on the teaching of Indians who are patients here.

I think that you probably know a fair amount about our attempts at teaching the patients in the sanatorium. At the moment we have 12 full time teachers, 8 part-time teachers and 6 full time occupational therapists. Attempts are made to up grade all patients in some capacity. We cover the entire school curriculum of both primary and secondary schools and, as a matter of fact, usually have a few patients who are taking ex-mural work from universities.

The Indian patients are scattered throughout the institution and are taking many different types of work. Therefore, any teacher supplied by you would, of necessity, have to be included in the joint program. I think that Mr. Terrett made this quite clear to you. We usually have between 40 and 50 Indians here so that it would be impossible for one teacher to take over the Indian patients and give them an adequate amount of coverage. I think, too, that it would be wise for us to hire the teacher and have her on our regular pay roll and in turn charge you for the salary.

Our proposal at the moment would be that we average the salaries paid to the teachers and charge you the average rate. This would therefore balance the cost out over the entire group.

I think that this is a very commendable effort on your part and you can be assured that we appreciate it. We feel that the work

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School Files

that we are undertaking is extremely important and does a great deal to raise the level of those unfortunate citizens who are suffering from tuberculosis.

If this is satisfactory could you please confirm the arrangement, also advising me what books, etc., are available through your Department and how they may be obtained. I am

Yours very truly,

H. T. EWART, M.D.
MEDICAL SUPERINTENDENT.

HTE/N

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1-1-1(E1)

November 29th, 1950.

Dr. H.T. Ewart, M.D.,
Medical Superintendent,
The Mountain Sanatorium,
Hamilton, Ontario.

Dear Dr. Ewart:

We have received your letter of the 21st instant with reference to placing a teacher in the Mountain Sanatorium.

Colonel Neary, the Superintendent of Indian Education, is absent in western Canada on business at the present time, and will not be returning to Ottawa until the middle of December. Your letter will be brought to his attention at that time.

Sincerely yours,

PP/ST

Philip Phelan,
Chief, Education Division

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...ER 30, 1950.

POSITION ESTABLISHMENT OF INDIAN DAY CLS (Three Residential Schools Included)

PROVINCE	TOTAL ESTABLISHMENT	VACANCIES	TOTAL TEACHERS	...AL PERMANENT TEACHERS	TOTAL T... IONARY TEACHERS	... TIME ...ONARY	... TIME ...ONARY	...HOLIC	...
P. E. I.	2 (2+0S)	0	2	0	2	2	0	0	0
N.S.	23 (23+0S)	1 (1+0S)	22	0	22	22	0	0	0
N.B.	14 (14+0S)	0	14	1	13	13	0	0	0
P.Q.	71 (59+12S)	13 (1+12S)	58	0	58	53	3	2	0
ONT.	165 (146+19S)	23 (4+19S)	142	13	129	123	5	1	0
MAN.	79 (76+3S)	5 (2+3S)	74	3	71	66	2	3	0
SASK.	54 (52+2S)	5 (3+2S)	49	3	46	46	0	0	0
ALTA.	36 (36+0S)	1 (1+0S)	35	0	35	35	0	0	0
B.C.	122 (120+2S)	13 (11+2S)	109	3	106	105	1	0	0
...T.	13 (12+1S)	2 (1+1S)	11		11	11	0	0	0
YUKON	11 (8+3S)	4 (1+3S)	7	0	7	6	1	0	0
TOTAL	590 (548+42S)	67 (25+42S)	523	23	500	482	12	6	0

- 1 -

Indian Affairs. (RG 10, Volume 6002, File 1-1-1, part 8)
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1-1-1(E1)

December 12, 1950.

Memorandum:

MR. T.R.L. MacINNES

I enclose ten letters which explain themselves. The information requested is not available in our office, and I thought that you might be able to reply to them.

Philip Phelan,
Chief, Education Division

PP/ST
Encs.

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NOTE FOR THE INFORMATION OF THE MINISTER

Re School Sections of the Indian Act

Notes regarding school sections have been amplified after consultation with the Superintendent of Indian Education and checked and confirmed by him. Note that there are no general grants--all grants are specific.

Section 10 (2)

Re Attendance at Roman Catholic or Protestant Schools or Schools Under Respective Auspices

This provision was put in the Act in 1920, 10-11 Geo. V. Cap 50, Section 1 (6). No reference can be found in Hansard. There was a Special Committee of the House of Commons on the 1920 amendments to the Indian Act, but the Minutes of Proceedings and Evidence were not printed.

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School Section of the Indian Act

1. The present Act, section 10 (1), makes provision for compulsory education of all Indian children at "such day, industrial or boarding schools as may be designated by the Minister." There is a qualification in 10 (2) that such school shall be the nearest available school of the kind required, and that no Protestant child should be assigned to a Roman Catholic school or a school conducted under Roman Catholic auspices, and the reverse.

There seem to be the following kinds of schools:

(a) The day school on the Reserve built, operated, and maintained by the Department in which the teacher is hired by the Department and under the present Section 100 (2), the teacher shall belong to the religious denomination of the majority of the persons on that Reserve.

There are, however, still a few day schools remaining which were built by (a) the churches, (b) by the Indians from band funds, and (c) by the joint expenditure of the Department and churches, by the Department and Indian band, and by the Department, churches and Indian band, which are operated and maintained by the Department.

(b) The residential school conducted by any one of four religious denominations, Roman Catholic, Anglican, United and Presbyterian. Most of these schools were built by the Department and are referred to as "Government owned." Of the 69 residential schools, some 46 are in this category. The remaining schools were built by the churches and are referred to as "church-owned" schools. The Department pays a per capita grant to the school management for the education and care of each Indian child whose attendance has been duly authorized by the Department, and also pays for general maintenance such as major repairs, equipment and school supplies and grants towards salaries of night watchmen during winter months at certain schools and salaries of manual training instructors where their qualifications meet our requirements. The staff of these schools, appointed and paid by the churches concerned, are under their direct control, although the Department can request the dismissal of staff members or of the principal, and where such action has been taken in the past few years, the Department has always had the co-operation of the church concerned.

2. "A school conducted under (Roman Catholic) auspices"---
(Protestant)

This has not been defined, but in the present Act, Section 10 (2), the difference between a "Roman Catholic (or Protestant) school" and a "school conducted under Roman Catholic (or Protestant) auspices" has been taken to be that of ownership. In other words, the meaning of a "Roman Catholic (or Protestant) school" was a school which was both owned and operated by the church concerned. A "school conducted under Roman Catholic (or Protestant) auspices" is believed to have referred to a school owned by the Government, but operated on its behalf by the religious denomination concerned. For both government-owned and church-owned residential schools, the Department pays management a per capita grant for each pupil duly admitted. The Department allowed the churches to nominate teachers in certain day schools, retaining the right of dismissal if unsatisfactory, but this practice has been greatly reduced in the past few years.

3. The provincial school to which Indian children go by agreement with the Provincial Government. This is a public school, and we pay the tuition fees of Indian children who attend. Provincial schools vary, of course, in the use of the term "public." In Quebec these are Roman Catholic schools; in the other provinces they are "non-denominational."

The practice now is, therefore, that the Roman Catholic church may and does insist that children of their faith go to any one of the following schools:

(a) a Roman Catholic residential school

(b) a school conducted under Roman Catholic auspices

(c) a day school with a Roman Catholic teacher

(d) a provincial school or private school in which religious instruction in the Roman Catholic faith is given by the teacher or by a priest.

Both (a) and (b) are residential schools. The Department has not admitted that a day school in which there is a Roman Catholic teacher is under Roman Catholic auspices. On the contrary, it is under the auspices of the Department.

The practice has been, however, that a Roman Catholic parent did not have the right to send his child to a residential school abroad if there were a day school with a Roman Catholic teacher. Without admitting that such day school is "under Roman Catholic auspices", the Department has allotted that child, on occasion, to that school in the discharge of its duty under 10 (2).

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Section 118 of the Bill as revised leaves the Act 10 (2) virtually unchanged.

The present Act 100 (3) provides for establishing separate schools with approval of and under regulations made by the Governor in Council. Section 122 of the Bill provides for establishing separate schools with the approval of, and under regulations made by the Minister, unless in the opinion of the Governor in Council the number of children of school age does not so warrant.

The practice followed at the present time, in cases where there are insufficient pupils of a religious minority to establish a separate school, is to send the children concerned to a residential school of the faith concerned, or to a nearly provincial school or separate school if available.

So that at the moment, the Roman Catholic parents can, undoubtedly, see that their children take instruction from any one of four different kinds of schools in which, at the minimum, they would be instructed by a Roman Catholic teacher, but under the new Act, they could be assigned to a school taught by a Protestant if the Minister refused the separate school under Section 122.

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ADDRESS REPLY TO THE SECRETARY, INDIAN AFFAIRS BRANCH

CANADA

DEPARTMENT OF [redacted]

INDIAN AFFAIRS BRANCH

Citizenship and Immigration

PLEASE QUOTE FILE 0/113-2-4(Secy.)

OTTAWA, December 14, 1950.

URGENT

MEMORANDUM

Mr. Phelan

This is with reference to our conversation of this morning, concerning the information required by the Minister's office as follows:-

1. (a) Number and place of day schools built by the Department.

1-7

Re 8-9-10

Number and place of schools built by
(i) Churches
(ii) Indians from band funds
(iii) by Department and churches
(iv) by Department and Indian band
(v) by the Department, Church and Indian band.

(b) A list of residential schools showing ownership - government or church (denomination).

2. Amount of per capita grant and per cent of total cost of the education of Indian children.

submitted

3. Are all day schools on Indian reserves? Ansland

Herewith attached copy of memorandum previously submitted. Please return.

T.R.L. MacInnes,
Secretary.

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Extract from the Minutes of meeting between the Honourable W. E. Harris and Indians of the Southern Part of Saskatchewan held at Regina, on Wednesday, November 15th, 1950.

X X X

Joe Ironquill, from Peepeekisis Reserve, File Hills-Qu'Appelle Agency, stated he thought it would be a good thing to get that point cleared up. He went on to say: "We are fortunate in having our Superintendent of Education right here. Now I want him to bring another picture about this moving of Indians away from a town. This is my idea right here. Now I come from a little town where we have a lot of difficulty in sending our children to a day school. We are living right along side the town. Our reserve is touching the town right now. They had all kinds of lame excuses why I could not send my children to school in the town. They stated I had to buy a piece of land and pay taxes, and the town passed a by-law that if an Indian wanted to send his children to a school in the town, he had to move into the town. My idea is to bring the Indian up to the same standard of eduoation as the White man. Most people think if you are an Indian you are nothing much, but to my mind I have a different opinion of an Indian. I do not take a back seat to anyone. If you give us the same education as a white man, we will stand along side the white man, therefore, I say, Mr. Harris, give us the same education as a white man, and we will take our place beside him. I am speaking on behalf of the Peepeekisis Reserve in that remark. Give us the same education as the white man, and we will do things the white man is doing, and work with him. Give us good teachers to teach our children, and after they are educated they will come back and work for us. Colonel Neary reported to me just a few minutes ago that there are 40 Indian school teachers in Ontario. That is my hope for this province, to have our own Indian teachers in our own schools. We have to have somebody here besides Mr. Ostrander. He is not going to be here for ever. I believe in educating the Indian like the white man, but not moving him away from the towns or villages."

X X X

File 211/1-6

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Indian Affairs. (RG 10, Volume 6002, File 1-1-1, part 8)
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1-1-1 (E)

Ottawa, October 18, 1950.

Memorandum:

The DIRECTOR

Indian Education

Please find attached hereto a draft of the material suggested for inclusion on this topic in the Canada Year Book.

The Indian school system has continued its steady growth in both numbers of schools being operated and numbers of children being educated.

In 1934 there were 256 day schools in operation with 309 teachers employed. In 1939 this had increased to 283 schools with 333 teachers. By the end of 1949 there were 364 day schools with 562 teachers. These figures indicate the rapid growth which has taken place in the Indian school system during the last few years. In maintaining a steady growth in the number of day schools being operated, there has also been a steady improvement in the qualifications of the teachers who are employed. Since the introduction of a Salary Schedule we have been gradually reducing the number of unqualified teachers. Our policy has been clearly stated as follows:

(1) The elimination of unqualified teachers;

(2) A gradual reduction in the number of teachers holding Second Class certificates;

(3) The employment, wherever possible, of teachers holding First Class Certificates.

The following chart will indicate clearly the great improvement which has taken place since the introduction of our salary schedule in September 1947:

Qualifications of Teachers	January 1948	January 1949	January 1950
No. of teachers with First Class Certificates	97	132	172

(see page 2)

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Qualifications of Teachers	January 1948	January 1949	January 1950
Number of teachers with First Class Certificates	97	133	172
Number of teachers with Second Class Certificates	106	104	109
Number of teachers with Third Class Cerrificates (or unqualified)	120	102	95

It should be further pointed out that many of the unqualified teachers have Third Class Certificates, Permits, etc., and have been employed for many years in our schools. During this time they have come to understand their Indian pupils well and have rendered valuable service.

The growth in the number of classrooms being operated reflects the heavy building program which has been undertaken. Our aim is of course to provide educational facilities for every Indian child. To accomplish this, we must assess carefully every reserve and decide the type of school which can best serve the children. Educational survey committees are established to carefully investigate these matters and often large areas and many reserves are covered. As a result of these investigations, decisions are made with regard to the size and type of school to be erected and also its location.

There then follows a period of overcoming the difficulties and obstacles which must be faced in erecting schools in the isolated sections of Canada in which these Indians live. It may be the carrying of materials by tractor train to a reserve in the Norway House Agency of Manitoba; it might involve the transporting of a prefabrixated school to a fishing village on the coast of British Columbia; or the hauling out of logs for the erection of a log school in the Yukon. For we are now dealing with the Indians who have been

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neglected in the past and for whom it is difficult to provide schools. These are the Indians living on the so-called "fringe of civilization". Transportation is our main difficulty and our schools are erected in many and varied ways, with buildings of logs, metal, and prefabricated parts all being found.

Where day schools are not feasible, due to the nomadic habits of the Indians concerned, residential schools are erected. Three such schools are under erection now, all in isolated parts of Canada. One is at Lower Post near the Yukon - British Columbia boundary. The other is at Hay Lakes in Northern Alberta near the boundary with the Northwest Territories. The third is at Seven Islands on the north shore of the St. Lawrence.

The success of our building program is best indicated by the fact that since 1947 there has been a total increase in day school enrolment of 3111 pupils.

An entirely different problem from that of providing a basic elementary education for these northern Indians is presented by the need for changes in our school system on reserves located close to white communities. The Parliamentary Committee on Indian Affairs recommended that Indian children be educated wherever and whenever possible in association with other children. To this end, we have been negotiating continually with local school boards and provincial departments of education. There are now 1180 Indian children in elementary grades in such schools. This is a growth of 255 pupils in one year. While statistics were not accurately kept, there were only about 200 children enrolled in provincial schools in 1934.

The increase in the number of pupils in our schools and the improvement in the teachers being hired has resulted in a steady trend towards higher education. In 1949 there were 661 pupils attending classes above Grade 8; this represented a considerable increase over the previous year. However, in 1950, there were 834 students attending

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secondary classes and we expect to reach the thousand mark by next year. This splendid record indicates that Indian youth is taking a greater interest in its own education. Many of these young people are going through for vocations which will be of assistance to their fellow people. We are encouraging as many as possible to go through for teaching and nursing. ~~In addition~~ In education particularly we have been pleased with the results and many of our day schools are now being taught by qualified Indian teachers. On the Six Nations Reserve the supervising principal and the eighteen teachers in charge of classrooms are all Indians. We are proud of this achievement and hope that other reserves will follow this pattern.

In conclusion it is emphasized that we are still far from our goal of providing educational facilities for every Indian child. Slowly, we are pushing into these isolated reserves and our teachers are blazing new frontiers in education and social progress. Many of them are classified as welfare teachers, living on the reserves for 12 months in the year and working towards the steady improvement of living conditions on these reserves. The isolation and the loneliness of these northern posts hold no fears for these teachers and their contribution towards the steady progress of our Indian people can never be measured. Theirs is a great public service and one of which we as Canadians can all be proud.

Indian Affairs. (RG 10, Volume 6002, File 1-1-1, part 8) School Files

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P.C. 3455

AT THE GOVERNMENT HOUSE AT OTTAWA

WEDNESDAY, the 19th day of July, 1950.

PRESENT:

HIS EXCELLENCY

THE GOVERNOR GENERAL IN COUNCIL:

His Excellency the Governor General in Council, on the recommendation of the Treasury Board, is pleased to make and doth hereby make the following regulations governing the payment of school fees and transportation costs in respect of the children of certain employees of the Government of Canada who reside on Government property and who by reason of the conditions of their occupancy are not subject to municipal taxation in respect thereof:-

REGULATIONS

1. In these Regulations,

(a) "child" does not include a person who has attained the age of eighteen years at the commencement of the school year;

(b) "federal land" means land owned by His Majesty in right of Canada;

(c) "Minister", when used with reference to an employee, child of an employee, or land, means the Minister having the direction, control and management of the employee or land;

(d) "non-taxable employee" means an employee of His Majesty in right of Canada who, by reason of the conditions of his occupancy of federal land, is not subject to municipal taxation in respect of that land, and who applies to the Minister for financial assistance towards the cost of educating his children; and

(e) "school authority" means, with reference to a school, the corporation, board or other body that, with due authority, levies taxes to meet the expenses of operating and maintaining the school.

2. Where a non-taxable employee resides on federal land that, in the opinion of the Minister, is within easy access of a school established by the Minister of National Defence, the Minister shall, unless the facilities are insufficient, arrange with the Minister of National Defence for the accommodation at that school of the children of the employee, while he is so resident, in accordance with the provisions of Order in Council P.C. 44/2300 of 6th May, 1950.

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3. (1) Where a child of a non-taxable employee is not accommodated at a school mentioned in section two, the Minister may arrange for the child to be accommodated at a school in the municipality in which the employee resides, or if, in the opinion of the Minister, the school facilities in that municipality are inadequate, at a school in a municipality having adequate facilities for the purpose, but a report shall be submitted to the Treasury Board whenever attendance at a school outside the municipality in which the employee resides is authorized stating the reasons for the arrangement and the additional costs involved, if any.

(2) Where a child is accommodated at a school pursuant to an arrangement under subsection one, the Minister may pay to the school authority, in each school year during which the child attends the school under the arrangement, an amount not exceeding the school fees ordinarily charged for the accommodation of a non-resident at the school.

(3) The amount payable under subsection two may be paid to a non-taxable employee to the extent that it has paid school fees to the school authority in respect of the child, and the amount payable to the school authority shall be reduced by the amount so paid.

4. (1) Where a child of a non-taxable employee, pursuant to an arrangement under section three, attends a school that is not less than five miles and not more than twenty miles from the place of residence, and to attend the school uses a public transportation service approved for the purpose by the minister, other than the service mentioned in subsection two or an urban public transportation service, the Minister may pay to the employee the amount by which the cost to the employee of the service so used exceeds three dollars a month.

(2) Where the Minister of National Defence provides a transportation service that can be made available to a child for the purpose of attending school pursuant to an arrangement under section three, the Minister may arrange for the child to use the service on such terms and conditions as the Minister of National Defence may prescribe.

5. Where federal land is made available for residential use, the Minister shall, except where in his opinion it is not feasible, lease the land on terms that will not deprive the municipality in which the land is situated, of its right to tax the tenant in respect of his occupancy of the land.

6. No payment shall be made under these Regulations in respect of a person who resides on federal land
(a) that is included in Class A property in a municipality that receives a grant under section five of the Municipal Grants Regulations for the purpose of computing the grant; or

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(b) that is situated in a municipality in which he is subject to municipal taxation in respect of his occupancy of that land.

7. Any payment or arrangement made under these Regulations shall be reported to the Municipal Grants Division of the Department of Finance.

8. These Regulations, except section nine, are deemed to have come into force on January 1, 1949.

9. The following Orders in Council are revoked:

Group A - respecting employees of the Penitentiary Commission:
P.C. 224/1286 of 9th June, 1930
P.C. 47/700 of 31st March, 1934
P.C. 39/5072 of 5th October, 1943

Group B - respecting employees of the National Research Council:
P.C. 76/5072 of 5th October, 1943

Group C - respecting members of the Royal Canadian Mounted Police Force:
P.C. 197/666 of 20th February, 1948
P.C. 179/1931 of 30th April, 1948
P.C. 266/666 of 11th February, 1949
P.C. 146/3435 of 7th July, 1949
P.C. 137/222 of 19th January, 1950

(Sgn'd) N.A. Robertson
Clerk of the Privy Council.

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1-1-1

Ottawa, 7 November, 1950.

MEMORANDUM FOR

Your attention is called to Order in Council P.C. 3455 of July 19, 1950, copy of which is attached. Additional copies of the Order in Council and of these instructions will be forwarded as required.

2. If there are within your Branch children of non-taxable employees attending or desiring to attend a school in the municipality in which the employee resides (see para. 3 (1) of P.C. 3455) the following procedure will be followed:

(a) The senior outside officer of the Division concerned will obtain from the school board of the municipality a statement of the average cost per school year for each pupil attending;

(b) He will certify on such statement that he has examined the school records upon which the statement is based, that the statement is in accordance with such records, and that he recommends payment at that rate;

(c) He will then send such statement and certificate to his Division head together with a list stating the names and dates of birth of the children who it is proposed will attend such school during the next ensuing fiscal year, and the number of days of anticipated attendance during such fiscal year;

(d) Division heads will collate the information so received and forward it to Branch heads;

(e) Branch heads will prepare in quadruplicate a submission to Treasury Board in respect of each municipality concerned, in letter form only, and attach thereto copies of the information received from outside officers and forward such submissions

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in triplicate to the Assistant Deputy Minister (Administration) for review;

(f) Upon approval, the Minister will sign the submissions and forward them in duplicate to Treasury Board.

3. If it is desirable to send a child to a school outside the municipality in which the employee resides (see para. 3 (1) of P.C. 3455), the senior outside officer must also send to his Division head for attachment to the submission a statement that school facilities in the municipality in which the employee resides are inadequate, giving reasons and the additional costs resulting, if any.

4. If an employee has since December 31st, 1949, paid school fees in respect of a child covered by P.C. 3455 (see para. 3 (3)) the senior outside officer must also send to the Division head for attachment to the submission a certificate by the employee stating that he has paid school fees to a designated school authority in respect of a designated child, giving the dates of such child's attendance at such school, the amount paid by him to the school authority in respect thereof, and if available a receipt for the amount so paid by him.

5. In any case where paragraph 4 (1) of P.C. 3455 applies, the senior outside officer must send to the Division head for attachment to the submission a certificate from the municipality of the actual charge per pupil for transportation from the employee's residence to the school.

6. As Treasury Board have designated expenditures under P.C. 3455 as a special object, Branch heads must take the necessary steps to include expenditures for the purposes contemplated by P.C. 3455 in the estimates for 1951-52 and succeeding fiscal years.

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O/113-2-4 (Secy.)

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CITIZENSHIP AND IMMIGRATION

, December 14, 1950.

U R G E N T

MEMORANDUM

Mr. Phelan

This is with reference to our conversation of this morning, concerning the information required by the Minister's office as follows:-

1. (a) Number and place of day schools built by the Department.

Number and place of schools built by
(1) Churches
(2) Indians from band funds
(3) by Department and churches
(4) by Department and Indian band
(5) by the Department, Church and Indian band.

(b) A list of residential schools showing ownership - government or church (denomination).

2. Amount of per capita grant and per cent of total cost of the education of Indian children.

3. Are all day schools on Indian reserves.

Herewith attached copy of memorandum previously submitted. Please return.

"T.R.L. MacInnes"

T.R.L. MacInnes,
Secretary.

1-1-1 (E1)

December 15, 1950.

Memorandum:

MR. T.R.L. MacINNES,
SECRETARY, INDIAN AFFAIRS BRANCH

With reference to your memorandum of the 14th instant, I submit the following:

1 A. Attached is a list of the Indian Day Schools built by the Department (see Pages 1 to 7 inclusive).

A. (1) Day Schools operated by the Department but originally built by a Church (see Page 8).
A. (2) Day Schools operated by the Department but built from Band Funds (see Page 9).

A. (3), (4) and (5) I cannot recall any Day Schools that come within these categories.

1 B. and 2

Pages 10, 11 and 12 attached give the names of each Residential School, the denomination under which each Residential School is operated, whether the building is Government-owned or Church-owned, and the per capita allowance.

The per capita grant is intended to provide the expenditures required for operating a school. This includes salaries of teachers and other staff members that are necessary; purchase of food and clothing for the children; replacement of minor items of equipment and other miscellaneous expenses. At many schools the management supplements a per capita grant by cultivating a farm.

At Government-owned Residential Schools all major repairs and replacement of equipment is paid by the Department.

At Church-owned Residential Schools a certain specific amount is allowed each year towards the cost of repairs and replacement of equipment. Any expenditures necessary in excess of the amount allowed by the Department, has to be provided by the Church under whose auspices the School is operated.

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3 All Indian Day Schools are located on Indian Reserves with the exception of,

(a) Aroland in the Port Arthur Agency which was purchased from the Hudson's Bay Company, and

(b) Longlac and Lake Helen in the Port Arthur Agency, which were built by a Church.

"Philip Phelan"

Philip Phelan,
Chief, Education Division

Pf/ST

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GOVERNMENT-OWNED INDIAN DAY SCHOOLS

PROVINCE	SCHOOL	PLACE
Prince Edward Island	Lennox Island	Prince Edward Island Agency
Nova Scotia	Eskasoni	Eskasoni Agency
"	Middle River	" "
"	Sidney	" "
"	Indian Cove	Shubenacadie Agency
"	Millbrook	" "
"	Salmon River	" "
"	Shubenacadie	" "
New Brunswick	Kingsclear	Kingsclear Agency
"	St. Mary's Devon	" "
"	Woodstock	" "
"	Big Cove	Miramichi Agency
"	Burnt Church	" "
"	Eel Ground	" "
"	Eel River	" "
"	Red Bank	" "
"	Tobique	Tobique Agency
Quebec	Manowan	Abitibi Agency
"	Mistassini	" "
"	Obedjiwan	" "
"	Weymontaching	" "
"	Waswanipi	" "
"	Bersimis	Bersimis Agency
"	Caughnawaga R.C.	Caughnawaga Agency
"	Caughnawaga U.C.	" "
"	Lorette	Lorette Agency
"	Maniwaki	Maniwaki Agency
"	Congo Bridge	" "
"	Maria	Maria Agency
"	Oka Country	Oka Agency
"	Oka Village	" "
"	St. Francis	Pierreville Agency
"	Pointe Bleue	Pointe Bleue Agency
"	Chenail	St. Regis Agency
"	Cornwall Island E.	" "
"	Cornwall Island W.	" "
"	St. Regis Island	" "
"	St. Regis Village	" "
"	Temiskaming	Temiskaming Agency
Ontario	Cape Croker	Cape Croker Agency
"	Port Elgin	" "
"	Back Settlement	Caradoc Agency
"	Bear Creek	" "
"	Mount Elgin	" "
"	Oneida #1	" "
"	Oneida #2	" "
"	Oneida #3	" "
"	River Settlement	" "

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PROVINCE	SCHOOL	PLACE
Ontario	Constance Lake	Chapleau Agency
"	Mountbatten	" "
"	Christian Island R.C.	Christian Is. Agency
"	Christian Island U.C.	" " "
"	Lac la Croix	Fort Frances Agency
"	Manitou Rapids	" " "
"	Seine River	" " "
"	Georgina Island	Georgina Is. Agency
"	Golden Lake	Golden Lake Agency
"	Attawapiscat	James Bay Agency
"	Eastmain	" " "
"	Fort Hope	" " "
"	Rupert's House	" " "
"	Whitefish Bay	Kenora Agency
"	Birch Island	Manitoulin Is. Agency
"	Buswah	" " "
"	Kaboni	" " "
"	Lakeview	" " "
"	Murray Hill	" " "
"	Rabbit Island	" " "
"	Sheshegwaning	" " "
"	Sucker Creek	" " "
"	West Bay	" " "
"	Wikwemikong	" " "
"	Moraviantown	Moraviantown Agency
"	Dokis	Nipissing Agency
"	Metagami	" "
"	Temagami	" "
"	Whitefish Lake	" "
"	Gibson	Parry Sound Agency
"	Lower French River	" " "
"	Moose Deer Point	" " "
"	Ryerson	" " "
"	Shawanaga	" " "
"	Goulais Bay	Port Arthur Agency
"	Gull Bay	" " "
"	Mission Bay	" " "
"	Mobert	" " "
"	Mountain Village	" " "
"	Aroland	" " "
"	Rama	Rama Agency
"	Alnwick	Rice & Mud Lake Agency
"	Mud Lake	" " " "
"	Kettlepoint	Sarnia Agency
"	St. Clair	" "
"	French Bay	Saugeen Agency
"	Saugeen	" "
"	Scotch Settlement	" "
"	Garden River C.E.	Sault Ste. Marie Agency
"	Garden River R.C.	" " " "
"	Mississauga	" " " "

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PROVINCE	SCHOOL	PLACE
Ontario	Saganook	Sault Ste. Marie Agency
"	Serpent River	" " " "
"	Spanish River C.E.	" " " "
"	Bearskin	Sioux Lookout Agency
"	Collins	" " "
"	Lansdowne House	" " "
"	Osnaburgh	" " "
"	Pekangekum	" " "
"	Pickle Lake	" " "
"	Sandy Lake	" " "
"	Winisk	" " "
"	New Credit	Six Nations Agency
"	Six Nations #7	" " "
"	Six Nations #8	" " "
"	Six Nations #9	" " "
"	Six Nations #10	" " "
"	Six Nations #11	" " "
"	Six Nations #12	" " "
"	Tyendinaga Central	Tyendinaga Agency
"	Tyendinaga Eastern	" "
"	Tyendinaga Mission	" "
"	Tyendinaga Western	" "
"	Walpole Island #1	Walpole Is. Agency
"	Walpole Island #2	" "
Manitoba	Berens River C.E.	Clandeboye Agency
"	Berens River R.C.	" "
"	Bloodvein	" "
"	Brokenhead	" "
"	Fort Alexander	" "
"	Grand Rapids	" "
"	Hollowater River	" "
"	Little Grand Rapids R.C.	" "
"	Little Grand Rapids U.C.	" "
"	Poplar River	" "
"	Red Earth	" "
"	Roseau River	" "
"	Crane River	Dauphin Agency
"	Ebb & Flow	" "
"	Shoal River	" "
"	Waterhen River	" "
"	Valley River	" "
"	Fairford Improved	Fisher River Agency
"	Fairford Lower	" " "
"	Fairford #3	" " "
"	Fisher River	" " "
"	Jackhead	" " "
"	Lake Manitoba	" " "
"	Lake St. Martin	" " "
"	Little Saskatchewan	" " "
"	Murdoch	" " "
"	Peguis #1	" " "
"	Peguis #2	" " "
"	Peguis #3	" " "
"	Peguis #4	" " "

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PROVINCE	SCHOOL	PLACE
Manitoba	God's Lake R.C.	Nelson House Agency
"	God's Lake U.C.	" " "
"	God's Lake Goldmine	" " "
"	Oxford House #1	" " "
"	Oxford House #2	" " "
"	Split Lake	" " "
"	Cross Lake R.C.	Norway House Agency
"	Cross Lake U.C.	" " "
"	Island Lake R.C.	" " "
"	Island Lake U.C.	" " "
"	Jack River C.E.	" " "
"	Jack River R.C.	" " "
"	Norway House	" " "
"	Saggitawack	" " "
"	Big Eddy	Pas Agency
"	Chemawawin	" "
"	Nelson House R.C.	" "
"	Nelson House U.C.	" "
"	Pas	" "
"	Pine Bluff	" "
"	Longplain	Portage la Prairie Agcy.
"	Oak River	" " " "
"	Swan Lake	" " " "
"	Waywayseecappo	" " " "
Saskatchewan	Little Pines	Battleford Agency
"	Moosomin	" "
"	Mosquito Stony	" "
"	Poundmaker	" "
"	Sweetgrass	" "
"	Thunderchild	" "
"	Ahtahkakoops	Carlton Agency
"	Big River C.E.	" "
"	Big River R.C.	" "
"	Little Red River	" "
"	Mistawasis	" "
"	Montreal Lake	" "
"	Red Earth	" "
"	Red Pheasant	" "
"	Shoal Lake	" "
"	Stanley	" "
"	Sturgeon Lake	" "
"	St. Frances	Crooked Lake Agency
"	White Bears	" " "
"	Fort a la Corne	Duck Lake Agency
"	James Smith	" " "
"	John Smith	" " "
"	Muskoday	" " "
"	One Arrow	" " "
"	Pelican Lake	" " "
"	Whitecap Sioux	" " "
"	Assiniboine	File Hills Qu'Appelle Agcy
"	File Hills	" " " "
"	Piapot	" " " "
"	Big Island Lake	Meadow Lake Agency
"	Loon Lake	" " "
"	Meadow Lake	" " "

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PROVINCE	SCHOOL	PLACE
Saskatchewan	Ministikwan	Meadow Lake Agency
"	Onion Lake	" " "
"		
"	Cote	Pelly Agency
"	Keys	" "
"	Day Stars	Touchwood Agency
"	Fishing Lake	" "
"	Kinistino	" "
"	Nut Lake	" "
"	Poorman	" "
Alberta	Fort McKay	Athabaska Agency
"	Fond du Lac	" "
"	Blackfoot	Blackfoot Agency
"	Alexander	Edmonton Agency
"	Alexis	" "
"	Janvier	" "
"	Michel	" "
"	Stony Plain	" "
"	Hobbema #1	Hobbema Agency
"	Hobbema #2	" "
"	Montana	" "
"	Peigan	Peigan Agency
"	Atikameg	Lesser Slave Lake Agcy.
"	Saddle Lake #1	Saddle Lake Agency
"	Saddle Lake #2	" " "
"	Bighorn	Stony-Sarcee Agency
"	Eden Valley	" "
"	Morley	" "
"	Sarcee	" "
"	Sunchild Cree	" "
British Columbia	Fort Babine	Babine Agency
"	Glen Vowell	" "
"	Hazelton	" "
"	Kispiox	" "
"	Kitsegukla	" "
"	Kitwancool	" "
"	Kitwanga	" "
"	Moricetown	" "
"	Rocher de Boule	" "
"	Bella Bella	Bella Coola Agency
"	Bella Coola	" " "
"	Kitamaat	" " "
"	Klemtu	" " "
"	Upper Dean River	" " "
"	Anaham	Cariboo Agency
"	Koksilah	Cowichan Agency
"	Nanaimo	" "
"	Saanich	" "
"	Songhees	" "
"	Tsartlip	" "

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PROVINCE	SCHOOL	PLACE
British Columbia	Doig River	Ft. St. John Agency
"	Halfway River	" " " "
"	Prophet River	" " " "
"	Meskainlith	Kamloops Agency
"	Alert Bay	Kwawkewlth Agency
"	Campbell River	" "
"	Cape Mudge	" "
"	Gilford Island	" "
"	Quatsino	" "
"	Turnour Island	" "
"	Village Island	" "
"	Fountain	Lytton Agency
"	Seabird Island	" "
"	Seton Lake	" "
"	Chehalis	New Westminster Agcy.
"	Homalco	" " "
"	Pemberton	" " "
"	Skwah	" " "
"	Sliammon	" " "
"	Westholme	" " "
"	Shulus	Nicola Agency
"	Inkameep	Okanagan Agency
"	Irish Creek	" "
"	Okanagan	" "
"	Penticton	" "
"	Masset	Queen Charlotte Agency
"	Skidegate	" "
"	Gitlakdamix	Skeena River Agency
"	Gwinana	" "
"	Hartley Bay	" "
"	Kincolith	" "
"	Kitkatla	" "
"	Kitselas	" "
"	Lakalsap	" "
"	Metlakatla	" "
"	Port Edward	" "
"	Port Simpson	" "
"	Sunnyside	" "
"	Port St. James	Stuart Lake Agency
"	Liard Post	" " "
"	McLeod	" " "
"	Sliammon	Vancouver Agency
"	Squamish	" "
"	Ahousaht	West Coast Agency
"	Alberni	" " "
"	Kyuquot	" " "
"	Uclulet	" " "
Northwest Territories	Fort Franklin	Fort Norman Agency
"	Fort Good Hope	" " "
"	Fort McPherson	" " "
"	Fort Norman	" " "
"	Arctic Red River	" " "
"	Hooker River	" " "

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PROVINCE	SCHOOL	PLACE
Northwest Territories	Fort Rae	Fort Resolution Agency
"	Hay River	" " "
"	Fort Simpson	Fort Simpson Agency
"	Fort Smith	" " "
"	Upper Hay River	Fort Vermilion Agency
Yukon	Mayo	Yukon Agency
"	Moosehide	" "

Total number of Day Schools built by the Department..... 319

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INDIAN DAY SCHOOLS BUILT BY CHURCHES

PROVINCE		SCHOOL		PLACE
Quebec	?	Seven Islands	R.C.	Seven Islands & Moisie Agency
		Albany River	C.E.	James Bay Agency
		Fort George	C.E.	" " "
Ontario		Moose Fort	C.E.	James Bay Agency
		Lake Helen	R.C.	Port Arthur Agency
		Longlac	R.C.	Port Arthur Agency
British Columbia		Klappan	R.C.	Stikine Agency
Northwest Territories:		Aklavik	C.E.	Port Norman Agency
Yukon:		Burwash Landing	R.C.	Yukon
		Carmacks	C.E.	"
		Teslin	C.E.	"
		Teslin	R.C.	"

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SCHOOLS BUILT BY INDIANS FROM BAND FUNDS

Ontario:	Sidney Bay	Cape Croker Agency
	Six Nations No. 1	Six Nations
	No. 2	
	No. 3	
	No. 4	
	No. 5	
	No. 6	

Indian Affairs. (RG 10, Volume 6002, File 1-1-1, part 8)
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INDIAN RESIDENTIAL SCHOOLS

Name	Government-owned	Church-owned	Denomination	Per Capita
Nova Scotia:				
Shubenacadie	X		R.C.	$ 265.00
Quebec:				
Fort George C.E.		X	C.E.	516.00
Fort George R.C.		X	R.C.	516.00
Ontario:				
Albany		X	R.C.	430.00
Cecilia Jeffrey	X		Presby.	280.00
Fort Frances	X		R.C.	259.00
Fort William		X	R.C.	235.00
Kenora	X		R.C.	280.00
McIntosh	X		R.C.	264.00
Mohawk	X		C.E.	250.00
Moose Fort		X	C.E.	432.00
Shingwauk	X		C.E.	265.00
Sioux Lookout	X		C.E.	267.00
Spanish		X	R.C.	250.00
Manitoba:				
Birtle	X		Presby.	282.00
Brandon	X		U.C.	258.00
Cross Lake	X		R.C.	285.00
Fort Alexander	X		R.C.	257.00
Pine Creek	X		R.C.	260.00
Portage la Prairie	X		U.C.	270.00
Sandy Bay	X		R.C.	260.00

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INDIAN RESIDENTIAL SCHOOLS

Name	Government-owned	Church-owned	Denomination	Per Capita
Saskatchewan:				
Beauval	X		R.C.	$235.00
Cowessess	X		R.C.	264.00
Duck Lake	X		R.C.	264.00
Gordon's	X		C.E.	275.00
Guy	X		R.C.	285.00
Lac la Ronge	X		C.E.	286.00
Muscowequan	X		R.C.	261.00
Onion Lake	X		R.C.	275.00
Onion Lake	X		C.E.	285.00
Qu'Appelle	X		R.C.	268.00
St. Philip's	X		R.C.	264.00
Alberta:				
Blood	X		R.C.	230.00
Blue Quills	X		R.C.	260.00
Crowfoot	X		R.C.	275.00
Edmonton	X		U.C.	280.00
Ermineskins		X	R.C.	280.00
Grouard		X	R.C.	340.00
Holy Angels		X	R.C.	340.00
Joussard		X	R.C.	340.00
Morley	X		U.C.	300.00
Old Sun's	X		C.E.	275.00
St. Cyprian	X		C.E.	300.00
St. Paul	X		C.E.	280.00
Sacred Heart	X		R.C.	300.00
Sturgeon Lake		X	R.C.	340.00
Vermilion		X	R.C.	340.00
Wabasca	X		C.E.	415.00
Wabasca		X	R.C.	340.00

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INDIAN RESIDENTIAL SCHOOLS

Name	Government-owned	Church-owned	Denomination	Per Capita
British Columbia:				
Alberni	X		U.C.	$274.00
Alert Bay	X		C.E.	290.00
Cariboo		X	R.C.	300.00
Christie		X	R.C.	285.00
Kamloops	X		R.C.	260.00
Kootenay	X		R.C.	262.00
Kuper Island	X		R.C.	260.00
Lejac	X		R.C.	300.00
Lower Post	X		R.C.	375.00
St. Mary's Mission		X	R.C.	260.00
Sechelt	X		R.C.	260.00
Squamish		X	R.C.	258.00
St. George's	X		C.E.	270.00
Northwest Territories:				
Aklavik		X	C.E.	400.00
Aklavik		X	R.C.	380.00
Fort Resolution		X	R.C.	380.00
Providence Mission		X	R.C.	380.00
Y u k o n:				
Carcross		X	C.E.	495.00

SUMMARY:

Total Government-owned - 45
" Church-owned - 22
Total Number of Schools 67

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O/113-2-4 (Secy.)

COPY

CITIZENSHIP AND IMMIGRATION

, December 14, 1950.

U R G E N T

MEMORANDUM

Mr. Phelan

This is with reference to our conversation of this morning, concerning the information required by the Minister's office as follows:-

1. (a) Number and place of day schools built by the Department.

Number and place of schools built by
(1) Churches
(2) Indians from band funds
(3) by Department and churches
(4) by Department and Indian band
(5) by the Department, Church and Indian band.

(b) A list of residential schools showing ownership - government or church (denomination).

2. Amount of per capita grant and per cent of total cost of the education of Indian children.

3. Are all day schools on Indian reserves.

Herewith attached copy of memorandum previously submitted. Please return.

"T.R.L. MacInnes"

T.R.L. MacInnes,
Secretary.

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GOVERNMENT-OWNED INDIAN DAY SCHOOLS

PROVINCE	SCHOOL	PLACE
Prince Edward Island	Lennox Island	Prince Edward Island Agency
Nova Scotia	Eskasoni	Eskasoni Agency
"	Middle River	" "
"	Sidney	" "
"	Indian Cove	Shubenacadie Agency
"	Millbrook	" "
"	Salmon River	" "
"	Shubenacadie	" "
New Brunswick	Kingsclear	Kingsclear Agency
"	St. Mary's Devon	" "
"	Woodstock	" "
"	Big Cove	Miramichi Agency
"	Burnt Church	" "
"	Eel Ground	" "
"	Eel River	" "
"	Red Bank	" "
"	Tobique	Tobique Agency
Quebec	Manowan	Abitibi Agency
"	Mistassini	" "
"	Obedjiwan	" "
"	Weymontaching	" "
"	Waswanipi	" "
"	Bersimis	Bersimis Agency
"	Caughnawaga R.C.	Caughnawaga Agency
"	Caughnawaga U.C.	" "
"	Lorette	Lorette Agency
"	Maniwaki	Maniwaki Agency
"	Congo Bridge	" "
"	Maria	Maria Agency
"	Oka Country	Oka Agency
"	Oka Village	" "
"	St. Francis	Pierreville Agency
"	Pointe Bleue	Pointe Bleue Agency
"	Chenail	St. Regis Agency
"	Cornwall Island E.	" "
"	Cornwall Island W.	" "
"	St. Regis Island	" "
"	St. Regis Village	" "
"	Temiskaming	Temiskaming Agency
Ontario	Cape Croker	Cape Croker Agency
"	Port Elgin	" " "
"	Back Settlement	Caradoc Agency
"	Bear Creek	" "
"	Mount Elgin	" "
"	Oneida #1	" "
"	Oneida #2	" "
"	Oneida #3	" "
"	River Settlement	" "

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PROVINCE	SCHOOL	PLACE
Ontario	Constance Lake	Chapleau Agency
"	Mountbatten	" "
"	Christian Island R.C.	Christian Is. Agency
"	Christian Island U.C.	" " "
"	Lac la Croix	Fort Frances Agency
"	Manitou Rapids	" " "
"	Seine River	" " "
"	Georgina Island	Georgina Is. Agency
"	Golden Lake	Golden Lake Agency
"	Attawapiscat	James Bay Agency
"	Eastmain	" " "
"	Fort Hope	" " "
"	Rupert's House	" " "
"	Whitefish Bay	Kenora Agency
"	Birch Island	Manitoulin Is. Agency
"	Buzwah	" " "
"	Kaboni	" " "
"	Lakeview	" " "
"	Murray Hill	" " "
"	Rabbit Island	" " "
"	Sheshegwaning	" " "
"	Sucker Creek	" " "
"	West Bay	" " "
"	Wikwemikong	" " "
"	Moraviantown	Moraviantown Agency
"	Dokis	Nipissing Agency
"	Metagami	" "
"	Temogami	" "
"	Whitefish Lake	" "
"	Gibson	Parry Sound Agency
"	Lower French River	" " "
"	oose Deer Point	" " "
"	Ryerson	" " "
"	Shawanaga	" " "
"	Goulais Bay	Port Arthur Agency
"	Gull Bay	" " "
"	Mission Bay	" " "
"	Mobert	" " "
"	Mountain Village	" " "
"	Aroland	" " "
"	[illegible]	Rama Agency
"	Alnwick	Rice & Mud Lake Agency
"	Mud Lake	" " " "
"	Kettlepoint	Sarnia Agency
"	St. Clair	" "
"	French Bay	Saugeen Agency
"	Saugeen	" "
"	Scotch Settlement	" "
"	Garden River C.E.	Sault Ste. Marie Agency
"	Garden River R.C.	" " " "
"	Mississauga	" " " "

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School Files

PROVINCE	SCHOOL	PLACE
Ontario	Sagamook	Sault Ste. Marie Agency
"	Serpent River	" " " "
"	Spanish River C.E.	" " " "
"	Bearskin	Sioux Lookout Agency
"	Collins	" " "
"	Lansdowne House	" " "
"	Osnaburgh	" " "
"	Pekangekum	" " "
"	Pickle Lake	" " "
"	Sandy Lake	" " "
"	Winisk	" " "
"	New Credit	Six Nations Agency
"	Six Nations #7	" " "
"	Six Nations #8	" " "
"	Six Nations #9	" " "
"	Six Nations #10	" " "
"	Six Nations #11	" " "
"	Six Nations #12	" " "
"	Tyendinaga Central	Tyendinaga Agency
"	Tyendinaga Eastern	" "
"	Tyendinaga Mission	" "
"	Tyendinaga Western	
"	Walpole Island #1	Walpole Is. Agency
"	Walpole Island #2	" "
Manitoba	Berens River C.E.	Clandeboye Agency
"	Berens River R.C.	" "
"	Bloodvein	" "
"	Brokenhead	" "
"	Fort Alexander	" "
"	Grand Rapids	" "
"	Hollowater River	" "
"	Little Grand Rapids R.C.	" "
"	Little Grand Rapids U.C.	" "
"	Poplar River	" "
"	Red Earth	" "
"	Roseau River	" "
"	Crane River	Dauphin Agency
"	Ebb & Flow	" "
"	Shoal River	" "
"	Waterhen River	" "
"	Valley River	" "
"	Fairford Improved	Fisher River Agency
"	Fairford Lower	" " "
"	Fairford #3	" " "
"	Fisher River	" " "
"	Jackhead	" " "
"	Lake Manitoba	" " "
"	Lake St. Martin	" " "
"	Little Saskatchewan	" " "
"	Murdoch	" " "
"	Peguis #1	" " "
"	Peguis #2	" " "
"	Peguis #3	" " "
"	Peguis #4	" " "

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PUBLIC ARCHIVES
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Indian Affairs. (RG 10, Volume 6002, File 1-1-1, part 8)
School Files

PROVINCE	SCHOOL	PLACE
Manitoba	God's Lake R.C.	Nelson House Agency
"	God's Lake U.C.	" " "
"	God's Lake Goldmine	" " "
"	Oxford House #1	" " "
"	Oxford House #2	" " "
"	Split Lake	" " "
"	Cross Lake R.C.	Norway House Agency
"	Cross Lake U.C.	" " "
"	Island Lake R.C.	" " "
"	Island Lake U.C.	" " "
"	Jack River C.E.	" " "
"	Jack River R.C.	" " "
"	Norway House	" " "
"	Saggitawack	" " "
"	Big Eddy	Pas Agency
"	Chemawawin	" "
"	Nelson House R.C.	" "
"	Nelson House U.C.	" "
"	Pas	" "
"	Pine Bluff	" "
"	Longplain	Portage la Prairie Agcy.
"	Oak River	" " " "
"	Swan Lake	" " " "
"	Waywayseecappo	" " " "
Saskatchewan	Little Pines	Battleford Agency
"	Moosomin	" "
"	Mosquito Stony	" "
"	Poundmaker	" "
"	Sweetgrass	" "
"	Thunderchild	" "
"	Ahtahkakoops	Carlton Agency
"	Big River C.E.	" "
"	Big River R.C.	" "
"	Little Red River	" "
"	Mistawasis	" "
"	Montreal Lake	" "
"	Red Earth	" "
"	Red Pheasant	" "
"	Shoal Lake	" "
"	Stanley	" "
"	Sturgeon Lake	" "
"	St. Frances	Crooked Lake Agency
"	White Bears	" " "
"	Fort a la Corne	Duck Lake Agency
"	James Smith	" " "
"	John Smith	" " "
"	Muskoday	" " "
"	One Arrow	" " "
"	Pelican Lake	" " "
"	Whitecap Sioux	" " "
"	Assiniboine	File Hills Qu'Appelle Agcy
"	File Hills	" " " "
"	Piapot	" " " "
"	Big Island Lake	Meadow Lake Agency
"	Loon Lake	" " "
"	Meadow Lake	" " "

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Indian Affairs. (RG 10, Volume 6002, File 1-1-1, part 8)
School Files

PROVINCE	SCHOOL	PLACE
Saskatchewan	Ministikwan	Meadow Lake Agency
"	Onion Lake	" " "
"		
"	Cote	Pelly Agency
"	Keys	" "
"	Day Stars	Touchwood Agency
"	Fishing Lake	" "
"	Kinistino	" "
"	Nut Lake	" "
"	Poorman	" "
Alberta	Fort McKay	Athabaska Agency
"	Fond du Lac	" "
"	Blackfoot	Blackfoot Agency
"	Alexander	Edmonton Agency
"	Alexis	" "
"	Janvier	" "
"	Michel	" "
"	Stony Plain	" "
"	Hobbema #1	Hobbema Agency
"	Hobbema #2	" "
"	Montana	" "
"	Peigan	Peigan Agency
"		
"	Atikameg	Lesser Slave Lake Agcy.
"	Saddle Lake #1	Saddle Lake Agency
"	Saddle Lake #2	" " "
"	Bighorn	Stony-Sarcee Agency
"	Eden Valley	" "
"	Morley	" "
"	Sarcee	" "
"	Sunchild Cree	" "
British Columbia	Fort Babine	Babine Agency
"	Glen Vowell	" "
"	Hazelton	" "
"	Kispiox	" "
"	Kitsegukla	" "
"	Kitwancool	" "
"	Kitwanga	" "
"	Moricetown	" "
"	Rocher de Boule	" "
"	Bella Bella	Bella Coola Agency
"	Bella Coola	" " "
"	Kitamaat	" " "
"	Klemtu	" " "
"	Upper Dean River	" " "
"	Anaham	Cariboo Agency
"	Koksilah	Cowichan Agency
"	Nanaimo	" "
"	Saanich	" "
"	Songhees	" "
"	Tsartlip	" "

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Indian Affairs. (RG 10, Volume 6002, File 1-1-1, part 8)
School Files

PROVINCE	SCHOOL	PLACE
British Columbia	Doig River	Ft. St. John Agency
"	Halfway River	" " " "
"	Prophet River	" " " "
"	Neskainlith	Kamloops Agency
"	Alert Bay	Kwawkewlth Agency
"	Campbell River	" "
"	Cape Mudge	" "
"	Gilford Island	" "
"	Quatsino	" "
"	Turnour Island	" "
"	Village Island	" "
"	Fountain	Lytton Agency
"	Seabird Island	" "
"	Seton Lake	" "
"	Chehalis	New Westminster Agcy.
"	Homalco	" " "
"	Pemberton	" " "
"	Skwah	" " "
"	Sliammon	" " "
"	Westholme	" " "
"	Shulus	Nicola Agency
"	Inkameep	Okanagan Agency
"	Irish Creek	" "
"	Okanagan	" "
"	Penticton	" "
"	Masset	Queen Charlotte Agency
"	Skidegate	" " "
"	Gitlakdamix	Skeena River Agency
"	Gwinaha	" " "
"	Hartley Bay	" " "
"	Kincolith	" " "
"	Kitkatla	" " "
"	Kitselas	" " "
"	Lakalsap	" " "
"	Metlakatla	" " "
"	Port Edward	" " "
"	Port Simpson	" " "
"	Sunnyside	" " "
"	Fort St. James	Stuart Lake Agency
"	Liard Post	" " "
"	McLeod	" " "
"	Sliammon	Vancouver Agency
"	Squamish	" "
"	Ahousaht	West Coast Agency
"	Alberni	" " "
"	Kyuquot	" " "
"	Uclulet	" " "
Northwest Territories	Fort Franklin	Fort Norman Agency
"	Fort Good Hope	" " "
"	Fort McPherson	" " "
"	Fort Norman	" " "
"	Arctic Red River	" " "
"	Rocher River	" " "

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Indian Affairs. (RG 10, Volume 6002, File 1-1-1, part 8)
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PROVINCE	SCHOOL	PLACE
Northwest Territories	Fort Rae	Fort Resolution Agency
"	Hay River	" " "
"	Fort Simpson	Fort Simpson Agency
"	Fort Smith	" " "
"	Upper Hay River	Fort Vermilion Agency
Yukon	Mayo	Yukon Agency
"	Moosehide	" "

Total number of Day Schools built by the Department..... 319

Indian Affairs. (RG 10, Volume 6002, File 1-1-1, part 8)
School Files

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INDIAN DAY SCHOOLS BUILT BY CHURCHES

PROVINCE	SCHOOL		PLACE
Quebec	Seven Islands	R.C.	Seven Islands & Moisie Agency
	Albany River	C.E.	James Bay Agency
	Fort George	C.E.	" " "
Ontario	Moose Fort	C.E.	James Bay Agency
	Lake Helen	R.C.	Port Arthur Agency
	Longlac	R.C.	Port Arthur Agency
British Columbia	Klappan	R.C.	Stikine Agency
Northwest Territories:	Aklavik	C.E.	Fort Norman Agency
Yukon:	Burwash Landing	R.C.	Yukon
	Carmacks	C.E.	"
	Teslin	C.E.	"
	Teslin	R.C.	"

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SCHOOLS BUILT BY INDIANS FROM BAND FUNDS

Ontario:	Sidney Bay		Cape Croker Agency
	Six Nations	No. 1	Six Nations
		No. 2	
		No. 3	
		No. 4	
		No. 5	
		No. 6	

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INDIAN RESIDENTIAL SCHOOLS

Name	Government-owned	Church-owned	Denomination	Per Capita
Nova Scotia:				
Shubenacadie	X		R.C.	$ 265.00
Quebec:				
Fort George C.E.		X	C.E.	516.00
Fort George R.C.		X	R.C.	516.00
Ontario:				
Albany		X	R.C.	430.00
Cecilia Jeffrey	X		Presby.	280.00
Fort Frances	X		R.C.	259.00
Fort William		X	R.C.	235.00
Kenora	X		R.C.	280.00
McIntosh	X		R.C.	264.00
Mohawk	X		C.E.	250.00
Moose Fort		X	C.E.	432.00
Shingwauk	X		C.E.	265.00
Sioux Lookout	X		C.E.	267.00
Spanish		X	R.C.	250.00
Manitoba:				
Birtle	X		Presby.	282.00
Brandon	X		U.C.	258.00
Cross Lake	X		R.C.	285.00
Fort Alexander	X		R.C.	257.00
Pine Creek	X		R.C.	260.00
Portage la Prairie	X		U.C.	270.00
Sandy Bay	X		R.C.	260.00

PUBLIC ARCHIVES
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Indian Affairs. (RG 10, Volume 6002, File 1-1-1, part 8)
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INDIAN RESIDENTIAL SCHOOLS

Name	Government-owned	Church-owned	Denomination	Per Capita
Saskatchewan:				
Beauval	X		R.C.	$285.00
Cowessess	X		R.C.	264.00
Duck Lake	X		R.C.	264.00
Gordon's	X		C.E.	275.00
Guy	X		R.C.	285.00
Lac la Ronge	X		C.E.	286.00
Muscowequan	X		R.C.	251.00
Onion Lake	X		R.C.	275.00
Onion Lake	X		C.E.	285.00
Qu'Appelle	X		R.C.	268.00
St. Philip's	X		R.C.	264.00
Alberta:				
Blood	X		R.C.	280.00
Blue Quills	X		R.C.	260.00
Crowfoot	X		R.C.	275.00
Edmonton	X		U.C.	280.00
Ermineskins		X	R.C.	280.00
Grouard		X	R.C.	340.00
Holy Angels		X	R.C.	340.00
Joussard		X	R.C.	340.00
Morley	X		U.C.	300.00
Old Sun's	X		C.E.	275.00
St. Cyprian	X		C.E.	300.00
St. Paul	X		C.E.	280.00
Sacred Heart	X		R.C.	300.00
Sturgeon Lake		X	R.C.	340.00
Vermilion		X	R.C.	340.00
Wabasca	X		C.E.	415.00
Wabasca		X	R.C.	340.00

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INDIAN RESIDENTIAL SCHOOLS

Name	Government-owned	Church-owned	Denomination	Per Capita
British Columbia:				
Alberni	X		U.C.	$274.00
Alert Bay	X		C.E.	290.00
Cariboo		X	R.C.	300.00
Christie		X	R.C.	285.00
Kamloops	X		R.C.	260.00
Kootenay	X		R.C.	262.00
Kuper Island	X		R.C.	260.00
Lejac	X		R.C.	300.00
Lower Post	X		R.C.	375.00
St. Mary's Mission		X	R.C.	260.00
Sechelt	X		R.C.	260.00
Squamish		X	R.C.	258.00
St. George's	X		C.E.	270.00
Northwest Territories:				
Aklavik		X	C.E.	400.00
Aklavik		X	R.C.	380.00
Fort Resolution		X	R.C.	380.00
Providence Mission		X	R.C.	380.00
Y u k o n:				
Carcross		X	C.E.	495.00

SUMMARY:

Total Government-owned	-	15
" Church-owned	-	22
Total Number of Schools		37

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Indian Affairs. (RG 10, Volume 6002, File 1-1-1, part 8)
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1-1-1 (E1)

December 15, 1950.

Memorandum:

MR. T.R.L. MacINNES,
SECRETARY, INDIAN AFFAIRS BRANCH

With reference to your memorandum of the 14th instant, I submit the following:

1 A. Attached is a list of the Indian Day Schools built by the Department (see Pages 1 to 7 inclusive).

A. (1) Day Schools operated by the Department but originally built by a Church (see Page 8).
A. (2) Day Schools operated by the Department but built from Band Funds (see Page 9).

A. (3), (4) and (5) I cannot recall any Day Schools that come within these categories.

1 B. and 2

Pages 10, 11 and 12 attached give the names of each Residential School, the denomination under which each Residential School is operated, whether the building is Government-owned or Church-owned, and the per capita allowance.

The per capita grant is intended to provide the expenditures required for operating a school. This includes salaries of teachers and other staff members that are necessary; purchase of food and clothing for the children; replacement of minor items of equipment and other miscellaneous expenses. At many schools the management supplements a per capita grant by cultivating a farm.

At Government-owned Residential Schools all major repairs and replacement of equipment is paid by the Department.

At Church-owned Residential Schools a certain specific amount is allowed each year towards the cost of repairs and replacement of equipment. Any expenditures necessary in excess of the amount allowed by the Department, has to be provided by the Church under whose auspices the School is operated.

...2

MAR 15 1951 INDIAN AFFAIRS
C8176
Indian Affairs. (RG 10, Volume 6002, File 1-1-1, part 8) School Files
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3 All Indian Day Schools are located on Indian Reserves with the exception of,

(a) Aroland in the Port Arthur Agency which was purchased from the Hudson's Bay Company, and

(b) Longlac and Lake Helen in the Port Arthur Agency, which were built by a Church.

"Philip Phelan"

Philip Phelan,
Chief, Education Division

PP/ST

PUBLIC ARCHIVES
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Indian Affairs. (RG 10, Volume 6002, File 1-1-1, part 8)
School Files

C O P Y

FELL'S, Sask.
Dec. 20, 1950.

Mr. G. H. Gooderham,

Dear Sir:

Please send me all available information on "Indian Day Schools." There are several things on which I would like definite information before considering the matter more fully. I am listing these as follows:

(a) Will there be an opportunity to attend daily Mass?
(b) Are the schools located in villages? Are there hospitals?
(c) Could the teacherages accommodate a family of four?
(d) Could my daughter go to school?
(e) What modern conveniences are there? Is there rent to pay?
(f) Please list all schools and locations of each.

An early reply would be appreciated.

Yours truly,

Leo Perlinger

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Indian Affairs. (RG 10, Volume 6002, File 1-1-1, part 8)
School Files

205/2-32

620 Public Building,
CALGARY, Alberta.
December 26, 1950.

Mr. Leo Perlinger,
FELL'S, Saskatchewan.

Dear Sir:

I beg to acknowledge receipt of your letter of December 20th asking for certain information on Indian day schools. I have forwarded a copy of your letter to the Superintendent of Education at Ottawa who I believe will be better able to answer your queries than I am.

Yours truly,

G. H. Gooderham,
Regional Supervisor of Indian Agencies.

HM/[redacted]
CC to Superintendent of Education.
Enc.1.

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Indian Affairs. (RG 10, Volume 6002, File 1-1-1, part 8)
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FIELD SERVICE

CANADA

PLEASE QUOTE
FILE 205/2-32

DEPARTMENT OF CITIZENSHIP AND IMMIGRATION
INDIAN AFFAIRS BRANCH

[illegible] DEC 2 1 50

620 Public Building,
CALGARY, Alberta.
December 26, 1950.

Superintendent of Education,
Indian Affairs Branch,
Department of Citizenship and Immigration,
OTTAWA.

I beg to enclose herewith copy of a letter received from Leo Perlinger, Fell's Saskatchewan, asking for certain information with regard to Indian day schools. This is being forwarded to you for a reply as I feel that you are more conversant with the day school situation in general.

G. H. Gooderham,
Regional Supervisor of Indian Agencies.

HH/mg
enc.

PUBLIC ARCHIVES
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CANADA

Indian Affairs. (RG 10, Volume 6002, File 1-1-1, part 8)
School Files

1-1-1

(E)

January 3, 1951.

Mr. Leo Perlinger,
Y e l l s, Saskatchewan.

Dear Sir:

Mr. Gooderham has forwarded to me your letter of December 20 concerning Indian day schools.

It is not possible to give you the information requested in your letter as we now have over 450 day schools. However, by now you will have received a letter from Mr. Ostrander concerning a vacancy which will shortly exist in Saskatchewan and about which information will be supplied to you.

Yours sincerely,

Bernard F. Neary,
Superintendent of Education.

Copy sent to Mr. Gooderham

BFN/EM

PUBLIC ARCHIVES
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Indian Affairs. (RG 10, Volume 6002, File 1-1-1, part 8)
School Files

PP → 1-1-1(E)

January 5, 1951.

Mr. F.K. Stewart,
Executive Secretary,
The Canadian Education Association,
206 Huron St., Toronto 5, Ont.

Dear Mr. Stewart:

This will confirm our telephone conversation of yesterday.

Since that time, I have heard from Mr. Grantham of the Northern Administration Branch, of the Department of Resources and Development. He advises us that they are contacting their principals at Fort Simpson, N.W.T., and Yellowknife, N.W.T., and that he will write directly to you concerning a nominee.

With regard to your suggestion that an Indian girl might be selected for Mr. Weston's tour, I am pleased to forward to you, photographs of some of our Indian high school girls. The large pictures are of girls who are in residence at the Alberni Residential School while attending high school in Port Alberni, B.C.

The other girls are attending the Kamloops Residential School at Kamloops, B.C. I feel quite confident that we can select an Indian girl who will be a credit to her race and to this country.

If you think a letter from our Minister to Mr. Weston would help, I will gladly arrange for such correspondence.

Yours sincerely,

Bernard F. Neary,
Supt. of Indian Education

PP/ST

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THE CANADIAN EDUCATION ASSOCIATION

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EXECUTIVE SECRETARY
F. K. STEWART

ASSISTANT SECRETARY
A. ST. JEAN

306 Huron Street • Toronto 5, Ont. • PR. 1185

January 3, 1951

URGENT

Lieut.-Col. B.F. Neary,
Superintendent of Indian Education,
Department of Citizenship and Immigration,
Ottawa, Ontario.

Dear Colonel Neary:

You are probably aware that last year Mr. Garfield Weston brought fifty English boys to Canada and took fifty Canadian boys to England on a six-week tour with all expenses paid. Mr. Weston proposes in the summer of 1951 to bring fifty girls from England to Canada and to send fifty Canadian girls from Canada to the U.K. for a six-week tour. Mr. Weston's representatives in Toronto in connection with this tour, Public and Industrial Relations Limited, have asked, with Mr. Weston's concurrence, the CEA to be responsible for the selection of the Canadian girls. They will be high school girls who are in their second last year of school. Most of them will have passed their sixteenth birthday and not have passed their seventeenth birthday.

All expenses are paid by Mr. Weston, even to the extent of luggage, a certain amount of clothing, and pocket money. The girl's economic situation will not prevent her from taking this trip, but of course she will have to be a competent student as well as a lively and co-operative type of person.

Mr. Weston has requested that one girl be selected from the North West Territories and one from the Yukon. While the CEA is in a position, through the co-operation of the departments of education, to arrange for selection of the girls in the various provinces, I am somewhat at a loss as to the appropriate procedure in selecting a girl from the N.W.T. and the Yukon.

I should be grateful to have your advice as to the most appropriate procedure. If you are not the proper person to contact for the selection of school girls in these areas, would you please provide me at your earliest convenience with the name of the proper person to address so

Lieut.-Col. B.F. Neary

January 3, 1951

that I may ask for his co-operation. I believe that last year Public and Industrial Relations Limited made a direct approach to Dr. Keenleyside. Since then, however, he has gone with the U.N.

Yours very sincerely,

FKS:BB

F. K. Stewart.

Indian Affairs. (RG 10, Volume 6002, File 1-1-1, part 8)
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CANADA

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EXECUTIVE SECRETARY
F. K. STEWART

ASSISTANT SECRETARY
A. ST-JEAN

206 Huron Street - Toronto 5, Ont. - PR. 1195

1951 JAN 8 AM 9:30

1-1-1

Copy

January 5, 1951

AIR MAIL

459

Mr. Ronald Hulland,
Superintendent of Schools,
Dawson City, Yukon Territory.

Dear Mr. Hulland:

Re: Weston's Tours for Girls

You are probably aware that in 1950 Mr. Garfield Weston, British industrialist, provided fifty Canadian boys with a six-week tour of England and brought fifty British boys to Canada for a tour of this country. I believe one of these boys was chosen from the Yukon Territory and one from the North West Territories.

Mr. Weston proposes in 1951 to carry on these same tours but will, instead of boys, present this opportunity to girls. It is Mr. Weston's wish that one of these girls be selected from each of the territories mentioned above.

Agents in this project for Mr. Weston are Public and Industrial Relations Limited of Toronto and that firm, with the consent of Mr. Weston, has asked the CEA to undertake the selection of these girls. Selection within the Canadian provinces is comparatively easy for us since we are requesting the ten provincial departments of education to recommend names. The ten departments maintain this office. I was not sure how selection might be made in the Yukon where the CEA has no co-operating agency. However, I am advised by Colonel Neary of the Indian Affairs Department that you are the appropriate person to address. I should therefore be grateful to learn if you would undertake to co-operate with this Association by undertaking responsibility for selecting a high school girl in the Yukon Territory to be a member of this party.

The CEA is not laying down rules for procedure as to selection, but very specific suggestions will be made regarding the type of girl who should be selected.

This letter is merely to ask for your co-operation. If this is forthcoming I shall be glad to provide you with full data about the tour in duplicate of that which will be sent the provincial departments of education. At the present time this is only in draft form. I may say

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Mr. Ronald Hulland January 5, 1951

that all expenses for the tour will be paid by Mr. Weston, luggage will be provided and even a limited amount of clothing; a small amount of pocket money will also be given each girl. It is Mr. Weston's intention that this trip be as free as possible of expenses to those having the opportunity to go. The party will leave Montreal about July 13 and will return about August 20. Transportation to and from the point of embarkation will also be paid by Mr. Weston.

I hope to hear at your early convenience if we may count upon your assistance.

Yours very sincerely,

F. K. Stewart.

FKS:BB
c.c. Colonel Neary
Public & Industrial Relations

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Recent Developments in Indian Education in Canada

The Special Joint Committee of the Senate and the House of Commons into Indian Affairs began its sittings in 1946 and focussed the attention of the Canadian people upon the inadequacies of the Indian school system. As the hearings continued it soon became evident that there were complaints not only from the Indian people but from the churches concerned and also from other interested organizations. One striking fact was the large group of Indian children of school age who were not receiving any education, the number at that time being estimated at 11,000.

The Government, realizing the seriousness of the situation took immediate steps by providing greatly increased sums of money for the improvements which were obviously necessary.

School Building Programme:

A programme of building new schools was inaugurated at once and construction commenced on various Indian reserves. At the end of 1947 there were some 249 day schools with 358 teachers employed. By the end of 1950 these had increased to 373 day schools with 487 teachers employed. This increase in the number of classrooms being operated reflects the heavy building programme which has been undertaken.

The aim of the Indian Affairs Branch is, of course, to provide educational facilities for every Indian child. To accomplish this it is necessary to assess carefully every reserve and determine the type of school which can best serve the children. Educational survey committees were established to carry out such investigations and often large areas and many reserves are covered. As a result of these studies, decisions are made with regard to the size and type of school to be erected and also its location. Then there follows a period of overcoming the difficulties and obstacles which must be faced in erecting schools in the isolated sections of Canada in which these Indians live. It may be the carrying of materials by tractor train to a reserve in the Norway House Agency of Manitoba; it might involve the transportation of a prefabricated school to a fishing village on the coast of British Columbia; or the hauling out of logs for the erection of a log school in the Yukon.

The main problem is that of the Indians who have been neglected in the past and for whom it is difficult to provide schools. These are the Indians living in the so-called "fringe of civilization". Transportation is the main difficulty and the day schools are erected in many and varied ways with buildings of log, metal and prefabricated parts all being found. Where day schools are not feasible, due to the nomadic habits of the Indians concerned, residential schools are erected. Three such schools are under construction now, all in isolated parts of Canada.

We may summarize the success of our day school building programme in particular by the fact that since 1947 there has been a total increase in day school enrolment of 3,111 pupils. It is confidently expected that this number will have risen to over 4,500 by the end of the present academic year.

In addition to the programme of building new schools, there has been carried out a thorough overhauling of existing educational facilities both in day and residential schools. A modernization of these schools has cost millions of dollars.

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Education in Association with Other Children

The Parliamentary Committee made a fourth report on the 22nd of June, 1948. In this report it made the following recommendation with regard to Indian education:

"The Operation of Indian Schools.

> Your Committee recommends the revision of those sections of the Act which pertain to education, in order to prepare Indian children to take their place as citizens.
>
> Your Committee, therefore, recommends that wherever and whenever possible Indian children should be educated in association with other children".

An entirely different problem from that of providing a basic elementary education for the northern Indians mentioned above is presented by the need for changes in the Indian school system on reserves located close to white communities. In carrying out the above recommendation of the Parliamentary Committee, the Department of Citizenship and Immigration has been negotiating with local School Boards and Provincial Departments of Education. We are now appointing Regional School Inspectors who can deal locally with such problems by being in constant contact with provincial and municipal officials. There are now over 1300 Indian children in elementary grades in such schools. This is a growth of over 300 pupils in one year and we expect similar increases in future years. While statistics were not accurately kept, there were only about 200 children enrolled in Provincial schools in 1936.

Qualifications of Teachers

It has been fully realized that the building of schools alone will not improve the educational standards among Indians. The calibre of teachers in the schools must be improved in order that the Indian schools might keep pace with the Provincial schools. It was fully realized that many of the Indian schools were on isolated reserves where living conditions were far from attractive. Therefore, good salaries had to be paid and comfortably furnished living accommodation provided. To this end, the Department has introduced a salary schedule which now places teachers with First Class Certificates in a range of from $1600 a year to $2160; those with Second Class Certificates in a range from $1560 to $2040. In addition to these salaries, free [illegible] are provided in practically all day schools. This salary schedule is now under revision and will be increased in line with the recent salary raises given to Federal Civil Servants. As an aid in retaining teachers, the benefits of the Federal Civil Service Superannuation Plan have been extended to them. Many teachers have taken advantage of this offer and are now permanent Civil Servants.

The efforts of the Department to improve the teaching standards in Indian schools may then be summarized as follows:

1. The introduction of a salary schedule with regular increments as described above,

2. The provision, free, of a better class of living accommodation for teachers and improved classroom facilities for the children,

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The results of the above programme in attracting better teachers has been most encouraging. The following chart will indicate clearly the great improvement which has taken place since the introduction of the first salary schedule in September of 1947:

Qualifications of Indian Day School Teachers:

	Jan. 1948	Jan. 1949	Jan. 1950	Jan. 1951	Increase over previous year	Decrease
No. of Schools Operating	249	258	304	373	69 (22.4%)	-
No. of Classrooms Operating	352	383	432	487	55 (12.7%)	-
No. of Teachers, Grade IV	3	3	5	5		-
No. of Teachers, " III (1st Class Certificates)	97	133	173	243	70 (40.7%)	-
No. of Teachers, Grade II (2nd Class Certificates)	106	104	109	107	- -	2 (1.8%)
No. of Teachers, Grade I	120	102	95	76	-	19 (20%)
No. of Principals	10	14	18	19	1 (5.6%	-
No. of Welfare Teachers, Grade III	5	9	14	17	3 (21.4%	-
No. of Welfare Teachers, Grade II	8	13	11	12	1 (9.1%)	-
No. of Welfare Teachers, Grade I	3	5	8	9	1 (12.5%)	-

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Indian Affairs. (RG 10, Volume 6002, File 1-1-1, part 8)
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In one year, therefore, there has been an increase of 40% in teachers holding First Class Certificates and a decrease of 20% in unqualified teachers. It should be further pointed out that many of the "unqualified" teachers hold Third Class certificates, permits, etc., and have been employed for several years in our schools. During this time they have come to understand their Indian pupils well and have rendered valuable service.

While statistics are not available for residential school teachers as they are hired by the churches concerned, there has also been a definite improvement in the calibre of these teachers.

Secondary Education:

The increase in the number of pupils in Indian schools and the improvement in the calibre of teachers being hired has resulted in a steady trend towards higher education. In 1949 there were 661 pupils attending classes above Grade 8, this representing an increase of about 200 over the previous year. In September of 1950 there were 834 students attending secondary classes and we expect to pass the 1000 mark by next year. This splendid record indicates that Indian youth is taking a great interest in its own education. Many of these young people can go through for vocations which will be of assistance to their fellow people. They are being particularly encouraged to make their profession either teaching or nursing. In education, the Department has been pleased with the results of many of the day schools which are being taught by qualified Indian teachers. On the Six Nations reserve, the supervising principal and the eighteen teachers in charge of day school classrooms are all Indians. The Department is proud of this achievement and hopes that other reserves will follow this pattern.

In conclusion it is emphasized that the Department realizes it is still far from its goal of providing educational facilities for every Indian child. Slowly, it is pushing into these isolated reserves and its teachers are blazing new frontiers in education and social progress. Many of them are classified as welfare teachers, living on the reserves for twelve months in the year and working with the assistance of qualified social workers toward the steady improvement of living conditions among the Indian people. The isolation and the loneliness of these northern posts hold no fear for these teachers and their contribution towards the steady progress of our Indian people can never be measured. This is a great public service and one of which we as Canadians can all be proud.

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Indian Affairs. (RG 10, Volume 6002, File 1-1-1, part 8)
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Ottawa, January 5, 1951.

Mr. A. D. Bryce,
Editorial Office,
Dept. of Citizenship & Immigration,
Woods Building,
O t t a w a, Ontario.

Canadian Teachers Federation

Please find attached the article prepared by the Superintendent of Education for the news bulletin of the Canadian Teachers Federation.

I also return the correspondence from Mrs. McLeod of the C.T.F. I would suggest she might contact Colonel Neary at local 4465 for further details.

Director.

Encl.

HVH/RM

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The Special Joint Committee of the Senate and the House of Commons into Indian Affairs began its sittings in 1946 and focussed the attention of the Canadian people upon the inadequacies of the Indian school system. As the hearings continued it soon became evident that there were complaints not only from the Indian people but from the churches concerned and also from other interested organizations. One striking fact was the large group of Indian children of school age who were not receiving any education, the number at that time being estimated at 11,000.

The Government, realizing the seriousness of the situation took immediate steps by providing greatly increased sums of money for the improvements which were obviously necessary.

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A programme of building new schools was inaugurated at once and construction commenced on various Indian reserves. At the end of 1947 there were some 249 day schools with 352 teachers employed. By the end of 1950 these had increased to 373 day schools with 487 teachers employed. This increase in the number of classrooms being operated reflects the heavy building programme which has been undertaken.

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The main problem is that of the Indians who have been neglected in the past and for whom it is difficult to provide schools. These are the Indians living in the so-called "fringe of civilization". Transportation is the main difficulty and the day schools are erected in many and varied ways with buildings of log, metal and prefabricated parts all being found. Where day schools are not feasible, due to the nomadic habits of the Indians concerned, residential schools are erected. Three such schools are under construction now, all in isolated parts of [redacted].

We may summarize the success of our day school building programme in particular by the fact that since 1947 there has been a total increase in day school enrolment of 3,111 pupils. It is confidently expected that this number will have risen to over 4,500 by the end of the present academic year.

In addition to the programme of building new schools, there has been carried out a thorough overhauling of existing educational facilities both in day and residential schools. A modernization of these schools has cost millions of dollars.

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Education in Association with Other Children

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An entirely different problem from that of providing a basic elementary education for the northern Indians mentioned above is presented by the need for changes in the Indian school system on reserves located close to White communities. In carrying out the above recommendation of the Parliamentary Committee, the Department of Citizenship and Immigration has been negotiating with local School Boards and Provincial Departments of Education. We are now appointing Regional School Inspectors who can deal locally with such problems by being in constant contact with provincial and municipal officials. There are now over 1200 Indian children in elementary grades in such schools. This is a growth of over 300 pupils in one year and we expect similar increases in future years. While statistics were not accurately kept, there were only about 200 children enrolled in Provincial schools in 1934.

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It has been fully realized that the building of schools alone will not improve the educational standards among Indians. The calibre of teachers in the schools must be improved in order that the Indian schools might keep pace with the Provincial schools. It was fully realized that many of the Indian schools were on isolated reserves where living conditions were far from attractive. Therefore, good salaries had to be paid and comfortably furnished living accommodation provided. To this end, the Department has introduced a salary schedule which now places teachers with First Class Certificates in a range of from $1680 a year to $3120; those with Second Class Certificates in a range from $1560 to $2040. In addition to these salaries, free teacherages are provided in practically all day schools. This salary schedule is now under revision and will be increased in line with the recent salary raises given to Federal Civil Servants. As an aid in retaining teachers, the benefits of the Federal Civil Service Superannuation Plan have been extended to them. Many teachers have taken advantage of this offer and are now permanent Civil Servants.

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1951 JAN 9 PM 2:11

January 8, 1951

Colonel B.F. Neary,
Superintendent of Indian Education,
Department of Citizenship and Immigration,
Ottawa, Ontario.

Dear Colonel Neary:

Thank you for your letter of January 5, file #1-1-1 (E). It is very kind of you to assist in enabling me to contact the right persons for the selection of girls from the north to go on Mr. Weston's tours. I wrote to Mr. Hulland last week with a copy of my letter to you so you probably know the status of these tours.

I think it would be very nice if an Indian girl could go on this tour, but this year is a little complicated. It is something new to select these girls, and already we have had to make provision for four girls to be selected from private schools after we were under the impression that all fifty were to come from public schools. Ontario and Quebec are arbitrarily losing two places each to provide for these private schools. I think it would be inadvisable this year to reduce another place for an Indian high school girl.

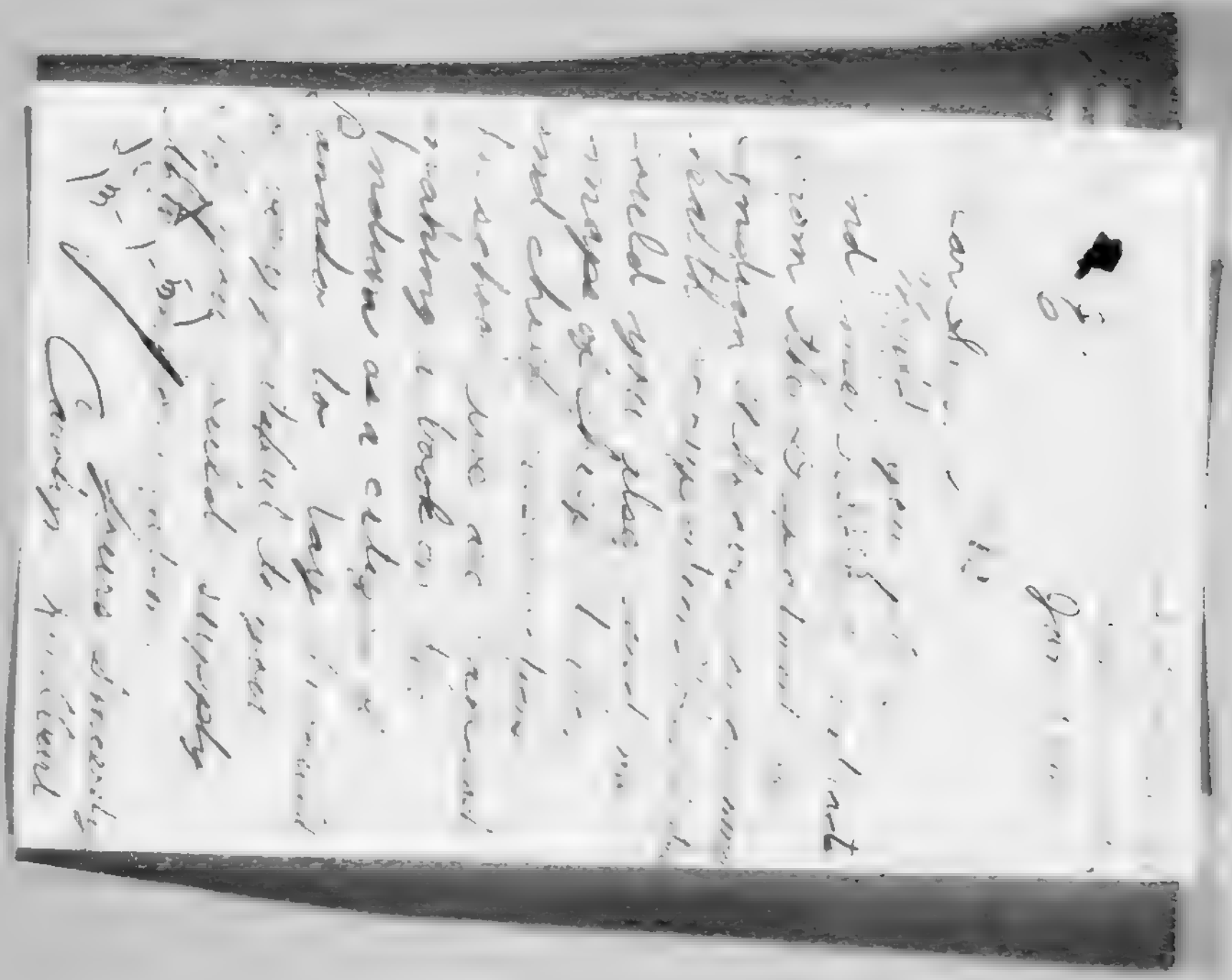
Mr. Weston plans to have these tours again next year and I hope at that time to recommend to him that a place be made for an Indian high school girl.

With thanks for your help. I am looking forward to seeing you when you come to work in Toronto. Congratulations on your new appointment.

Yours very sincerely,

F. K. Stewart.

FKS:BB



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[illegible] DEVELOPMENT IN INDIAN EDUCATION

Meetings of the Special Joint Committee of the Senate and the House of Commons appointed to examine and consider the Indian Act, which began in 1946, focussed the attention of the Canadian people on the inadequacies of the Indian school system. As the hearings continued, it soon became evident that there were complaints not only from the Indian people but from the churches concerned and also from other interested organizations. One striking fact established was that a large group of Indian children of school age were not receiving any education. The number at that time was estimated at 11,000.

Realizing the seriousness of the situation, the Government immediately took remedial steps by providing greatly increased sums of money for improvements which obviously were necessary.

School Building Program

A school building program was inaugurated at once and construction was commenced on various Indian reserves. This program, which is being continued, is reflected in a marked increase in day schools, teachers employed, and pupils enrolled. By the end of 1950 there were 373 Indian day schools, with 487 teachers employed, compared to 249 day schools, with 352 teachers employed, at the end of 1947. There has been a total increase in day school enrolment of 3,111 pupils since 1947, and it is expected that this number will have risen to over 4,500 by the end of the present academic year.

The aim of the Indian affairs branch is, of course, to provide educational facilities for every Indian child. To accomplish this it is necessary to assess every reserve carefully and determine the type of school which can best serve the children. Educational survey committees established to conduct the necessary investigations are actively carrying on their work, and as a result of their studies decisions are made with regard to the size and type of school to be erected and also its location.

Many obstacles must be overcome in the provision of schools

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in the isolated sections of Canada in which many Indians live. Transportation is the main difficulty, and day schools are erected in many and varied ways with buildings of log, metal, and prefabricated construction being found. For example, materials have been carried by tractor train to a reserve in the Norway House Agency of Manitoba; a prefabricated school has been transported to a fishing village on the coast of British Columbia, and logs have been hauled for the erection of a log school in the Yukon.

Where day schools are not feasible, because of the Nomadic habits of the Indians concerned, residential schools are erected. Three such schools are now under construction, and will serve children in isolated Indian reserves.

In addition to this school building program, existing educational facilities in both day and residential schools have been thoroughly overhauled.

Education in Association with Other Children

In its report on June 12, 1948, the Parliamentary Committee made the following recommendation with regard to Indian education:

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An entirely different problem from that of providing a basic elementary education for Indians in isolated areas is presented by the need for changes in the Indian school system in reserves located close to white communities. In carrying out the recommendation of the Parliamentary Committee, the Department of Citizenship and Immigration has been negotiating with local school boards and provincial departments of education, and is appointing Regional School Inspectors who can deal locally with such problems by being in constant contact with provincial and municipal officials. There are now over 1,200 Indian children in elementary grades in such schools. This is a growth of over 300 pupils

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Qualifications of Teachers

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No. of Welfare Teachers, Grade II	8	13	11	12	1 (9.1%)	-
No. of Welfare Teachers, Grade I	3	5	8	9	1 (12.5%)	-

In one year, therefore, there has been an increase of 40 percent in teachers holding First Class Certificates and a decrease of [illegible] per cent in unqualified teachers. It should be further pointed out that many of the "unqualified" teachers hold Third Class certificates and permits, and have been employed for several years. During this time they have come to understand their Indian pupils well and have rendered valuable service.

While statistics are not available for residential school teachers, as they are hired by the churches concerned, there has also been a definite improvement in the calibre of these teachers.

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The increase in the number of pupils in Indian schools and the improvement in the calibre of teachers being hired has resulted in a steady trend towards higher education. In1949 there were 661 pupils

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Vocational Education

A program of vocational training, adapted to the needs of Indian pupils, is being followed in the larger day and residential schools. Certain basic skills are taught, and at the end of each year of the program merit badges are awarded to foster interest on the part of the children. Such skills as trapping, poultry raising, sewing and knitting are covered in the courses.

In addition, regular courses are given, where sufficient older pupils are available, in wood-working, metal work, and electricity.

Social Workers

An important development in Indian administration is the recent addition of trained social workers. Five workers are already in the field and four more are to be appointed. These workers, operating on a provincial regional basis, are an integral part of the larger educational picture, and through their efforts a degree of adult education in the sphere of the home is expected to result. Of particular importance is the work accomplished by these social workers in assisting to organize and to encourage Indian women's organizations such as the Homemakers' Clubs. The improvement of home living conditions, juvenile delinquency problems, sanitation safeguards, development of child care and

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The Department realizes it is still far from its goal of providing educational facilities for every Indian child. Slowly, however, it is pushing into the isolated reserves and its teachers are blazing new frontiers in education and social progress. Many of them are classified as welfare teachers, living on the reserves for twelve months in the year and working with the assistance of the social workers toward the steady improvement of living conditions among the Indian people. The loneliness of these posts holds no fear for these teachers and their contribution towards the steady progress of the Indian people can never be measured. This is a great public service and one of which all Canadians can be proud.

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Copy mailed to:

F. E. Withworth,
Education Division, Dominion Bureau of Statistics,
Green Island,
O T T A WA Ont.

April 6, 1951.

RECENT DEVELOPMENTS IN INDIAN EDUCATION IN CANADA

Meetings of the Special Joint Committee of the Senate and the House of Commons appointed to examine and consider the Indian Act, which began in 1946, focussed the attention of the Canadian people on the inadequacies of the Indian school system. As the hearings continued, it soon became evident that there were complaints not only from the Indian people but from the churches concerned and also from other interested organizations. One striking fact established was that a large group of Indian children of school age were not receiving any education. The number at that time was estimated at 11,000.

Realizing the seriousness of the situation, the Government immediately took remedial steps by providing greatly increased sums of money for improvements which obviously were necessary.

School Building Program

A school building program was inaugurated at once and construction was commenced on various Indian reserves. This program, which is being continued, is reflected in a marked increase in day schools, teachers employed, and pupils enrolled. By the end of 1950 there were 373 Indian day schools, with 487 teachers employed, compared to 249 day schools, with 352 teachers employed, at the end of 1947. There has been a total increase in day school enrolment of 3,111 pupils since 1947, and it is expected that this number will have risen to over 4,500 by the end of the present academic year.

The aim of the Indian Affairs Branch is, of course, to provide educational facilities for every Indian child. To accomplish this it is necessary to assess every reserve carefully and determine the type of school which can best serve the children. Educational survey committees established to conduct the necessary investigations are actively carrying on their work, and as a result of their studies decisions are made with regard to the size and type of school to be erected and also its location.

Many obstacles must be overcome in the provision of schools

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in the isolated sections of Canada in which many Indians live. Transportation is the main difficulty, and day schools are erected in many and varied ways with buildings of log, metal, and prefabricated construction being found. For example, materials have been carried by tractor train to a reserve in the Norway House Agency of Manitoba; a prefabricated school has been transported to a fishing village on the coast of British Columbia, and logs have been hauled for the erection of a log school in the Yukon.

Where day schools are not feasible, because of the Nomadic habits of the Indians concerned, residential schools are erected. Three such schools are now under construction, and will serve children in isolated Indian reserves.

In addition to this school building program, existing educational facilities in both day and residential schools have been thoroughly overhauled.

Education in Association with Other Children

In its report on June 22, 1948, the Parliamentary Committee made the following recommendation with regard to Indian education:

"The Operation of Indian Schools

> Your Committee recommends the revision of those sections of the Act which pertain to education, in order to prepare Indian children to take their place as citizens.
>
> Your Committee, therefore, recommends that wherever and whenever possible Indian children should be educated in association with other children."

An entirely different problem from that of providing a basic elementary education for Indians in isolated areas is presented by the need for changes in the Indian school system on reserves located close to white communities. In carrying out the recommendation of the Parliamentary Committee, the Department of Citizenship and Immigration has been negotiating with local school boards and provincial departments of education, and is appointing Regional School Inspectors who can deal locally with such problems by being in constant contact with provincial and municipal officials. There are now over 1,200 Indian children in elementary grades in such schools. This is a growth of over 300 pupils

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in one year, and similar increases are expected in future years.

Qualifications of Teachers

It has been fully realized that the building of schools alone will not improve the educational standards among Indians. The calibre of teachers in the schools must be improved in order that Indian schools may keep pace with provincial schools. Many of the Indian schools are on isolated reserves where living conditions are quite different from those in settled areas. Therefore, good salaries have to be paid and comfortably furnished living accommodation provided. To this end, the Department has introduced a salary schedule which now places teachers with First Class Certificates in a range of from $1680 a year to $3120; those with Second Class Certificates in a range from $1560 to $2040. In addition to these salaries, free teacherages are provided in practically all day schools. As an aid in retaining teachers, the benefits of the Federal Civil Service Superannuation Plan have been extended to them. Many teachers have taken advantage of this offer and are now permanent Civil Servants.

The efforts of the Department to improve the teaching standards in Indian schools may then be summarized as follows:

1. The introduction of a salary schedule with regular increments as described above.

2. The provision, free, of a better class of living accommodation for teachers and improved classroom facilities for the children.

3. The extension of superannuation benefits to teachers.

In hiring new teachers, the policy of the Department has been clearly stated as follows:

(1) The replacing of unqualified teachers;

(2) A gradual reduction in the number of teachers holding Second Class certificates;

(3) The employment, wherever possible, of teachers holding First Class certificates.

The results of this program in attracting better teachers has been most encouraging. The following chart will indicate clearly the

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great improvement which has taken place since the introduction of the first salary schedule in September of 1947:

Qualifications of Indian Day School Teachers

	Jan. 1948	Jan. 1949	Jan. 1950	Jan. 1951	Increase over previous year	Decrease
No. of schools operating	249	258	304	373	69(22.4%)	-
No. of Classrooms Operating	352	383	432	487	55(12.7%)	-
No. of Teachers, Grade IV	3	3	5	5		-
No. of Teachers " III (1st Class Certificates)	97	133	172	242	70(40.7%	-
No. of Teachers, Grade II (2nd Class Certificates)	106	104	109	107	--	2(1.8%)
No. of Teachers, Grade I	120	102	95	76	-	19(20%)
No. of Principals	10	14	18	19	1 (5.6%)	-
No. of Welfare Teachers, Grade III	5	9	14	17	3 (21.4%)	-
No. of Welfare Teachers, Grade II	8	13	11	12	1 (9.1%)	-
No. of Welfare Teachers, Grade I	3	5	8	9	1 (12.5%)	-

In one year, therefore, there has been an increase of 40 per cent in teachers holding First Class Certificates and a decrease of 20 per cent in unqualified teachers. It should be further pointed out that many of the "unqualified" teachers hold Third Class certificates and permits, and have been employed for several years. During this time they have come to understand their Indian pupils well and have rendered valuable service.

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ADMINISTRATION BRANCH

Miss McLeod - PH
1-1-1
Have other copies

CANADA

Editorial and Information Division

DEPARTMENT OF CITIZENSHIP AND IMMIGRATION

Ottawa, January 9, 1951.

MEMORANDUM TO:

Colonel Neary

Re: Article for Canadian Teachers' Federation

I am forwarding for your file a copy of the article which was yesterday forwarded to Mrs. McLeod of the Canadian Teachers' Federation by the Minister.

You will note that certain slight alterations have been made, some at the specific request of the Minister. In addition, paragraphs on Vocational Education and Social Workers were added at the request of Major MacKay.

Thanks for your help.

Allan D. Bryce.

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APPENDIX A

WESTON BRITISH TOUR FOR CANADIAN GIRLS

SELECTION

Geographical Representation

Province	1950	1951
British Columbia	4	4
Alberta	3	3
Saskatchewan	3	3
Manitoba	3	3
Ontario	13	14x
Quebec	13	13xx
New Brunswick	2	2
Nova Scotia	3	3
Prince Edward Island	2	1
Newfoundland	2	2
N.W.T.	1	1
Yukon	1	1
	50	50

x including two from private schools to be selected directly by the CEA

xx including two from private schools to be recommended as the Department arranges

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APPENDIX B

WESTON BRITISH TOUR FOR CANADIAN GIRLS

Geographical representation by selections made in 1950. Except in the largest communities it would be desirable to choose girls for the 1951 tour from home areas other than these.

British Columbia

Vancouver
Victoria
Prince Rupert
Armstrong

Alberta

Edmonton
Calgary
Didsbury

Saskatchewan

Regina
Saskatoon
Estevan

Manitoba

Winnipeg
Brandon
Trehorne

Ontario

Toronto (3)
Ottawa
Timmins
Hamilton
Niagara Falls
London
Windsor
Burk's Falls
Barrie
Cornwall
Port Arthur

New Brunswick

Saint John
Wirral

Nova Scotia

Halifax
Sydney
Newport

Prince Edward Island

Charlottetown
Summerside

Newfoundland

Fortune
St. John's

North West Territories

Yellowknife

Yukon

Dawson

Quebec

Montreal (5)
Sherbrooke (2)
Quebec (2)
Hull
St. Romuald, pres Levis
St. Therese de Blainville
Ste. Rose

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APPENDIX C

WESTON BRITISH TOUR FOR CANADIAN GIRLS

This is a tentative itinerary which may be changed in some details.

London:	Stay at Bedford College, Regent's Park
	Houses of Parliament
	Tate Gallery or Royal Academy
	Spend full day at Festival of Britain
	Midway at Battersea (set up specially for Festival)
	Visit Liberty's (Department Store)
	Hartnell's (Fashion House)
	Queen Mary's Institute of Needlecraft
	Apartment settlement for under-privileged children
Wales:	Weston biscuit plant
	Nylon plant
	Welsh girls' choir
Sussex:	Rye
	Battle
Scotland:	Gretna Green
	Paisley
	Edinburgh
Misc:	Cathedral city
	Holiday resort
	Manchester
	Lake District
	Portsmouth
	Southampton
	Stonehenge
	Stratford-on-Avon
	Oxford
	Potteries, etc.

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APPENDIX D

WESTON BRITISH TOUR FOR CANADIAN GIRLS

Steering Committee Members

Mr. F.K. Stewart - Chairman	-	Executive Secretary, C.E.A.
Mr. A. St. Jean	-	Assistant Secretary, C.E.A.
Dr. C.C. Goldring	-	Director of Education, Board of Education, Toronto
Mr. J.R.H. Morgan	-	Superintendent of Secondary Schools, Board of Education, Toronto
Mrs. O.E. Palmer	-	Assistant Director of Vocational Guidance, Ontario Department of Education
Mr. G.S. O'Brien	-	Inspector, Physical and Health Education Branch, Ontario Department of Education
Mr J.B. Vaughan	-	Director, Public & Industrial Relations Limited, Toronto
Mr. H.L. Macaulay	-	Public & Industrial Relations Limited

Mrs. P. Wellman	-	Public & Industrial Relations Limited
Miss M. Bradley	-	C.E.A.

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CEA Memo dated Jan. 9, 1951

APPENDIX E

WESTON BRITISH TOUR FOR CANADIAN GIRLS

1. The girl who is nominated below, in accordance with the memorandum on qualifications, must have the permission of her parents to make the trip before her selection can be confirmed.
2. Please fill in all blanks of this application using typewriter or by clear printing.
3. If possible, please attach a recent snapshot to this form.
4. Please return this form as soon as possible and not later than March 8, to F.K. Stewart, Executive Secretary, Canadian Education Association, 206 Huron Street, Toronto, Ontario.
5. The information supplied below will remain confidential.

Girl's full name .....
(Surname) (Christian names)

Full address .....
(Number and street or rural route)

.....
(Municipality) (Province)

Date of Birth ..... (Should be between June 1, 1933 and June 1, 1935)

School ..... Grade ..... (1950-51)

Part-time occupation of above-named girl, if any .....

Address of parents or guardian during time girl would be away on tour .....

.....

.....

Father's or Guardian's occupation .....

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In the space below, please indicate type of career or occupation girl plans on, hobbies, and other outside interests:

REMARKS: (Please include any additional pertinent information)

Filled out by: Name .....

Address .....

.....

Position .....

Recommended as a selectee for the province of .....

by .....
(Deputy Minister)

Date .....

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KODAK SAFETY ▲ FILM

CEA Memo dated Jan. 9, 1951

APPENDIX F

WESTON BRITISH TOUR FOR CANADIAN GIRLS

Consent of parent or guardian

My daughter/ward has my permission to travel to Britain as a member of the British Tour for Canadian Girls sponsored by W. Garfield Weston.

Signed .....

Address .....

.....

.....

Relationship .....

Date .....

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with the private schools by the CEA; the two from Quebec will be selected from private schools in the province of Quebec by such method as appears most suitable to the Department of Education of that province. To maintain provincial distribution these girls from the private schools should also normally reside in the province from which they are selected.

10. Geographic Representation, now and in later years

It will perhaps be helpful for you to know, in case criticism or disappointment is evident, that Mr. Weston hopes, the international situation permitting, to offer similar tours to Canadian girls in the future. Some care should be taken to avoid selection from small local areas in which boys were chosen last year. It is desired that representation from each province be as wide-spread as possible. Rural and village areas should have representation as well as urban areas, preferably on an equal basis with urban areas.

11. Expenses

All expenses in connection with the tour will be paid by Mr. Garfield Weston; it is desired that no girl should be prevented from going solely because of economic reasons. All transportation will be paid including transportation to and from the point of embarkation. A small amount of pocket money will be provided to each girl each week. Special luggage (for use during the tour) will also be provided, as will certain essential items of clothing--a suit, a dress, a purse, and a hat. The CEA should be advised of any special expenses in connection with the tour to which a department may be put beyond its ordinary responsibilities.

12. Appendices

Attached hereto is a list of allocations of places for each province (App.A); the areas from which boys were selected in 1950 (App.B); the proposed itinerary for the tour (App.C); the list of members of the CEA Steering Committee for this project (App.D); a sample form to be completed for each girl whose name is sent in to the CEA office (App.E); consent form (App.F).

Under separate cover you are being forwarded sufficient copies of:

(a) Appendix E - one to be returned to the CEA office for each girl recommended (including alternates)

(b) Appendix F - one to be returned to the CEA office for each girl recommended (not including alternates)

Further copies are included should you wish to keep duplicates on file.

F. K. Stewart

FKS:BB
January 9, 1951

F. K. Stewart,
Executive Secretary, CEA
Chairman, Steering Committee

Information copy - Directors

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THE CANADIAN EDUCATION ASSOCIATION

PAST PRESIDENT
L. W. SHAW
DEPUTY MINISTER OF EDUCATION
CHARLOTTETOWN, P.E.I.

PRESIDENT
M. S. LAZERTE
PROFESSOR OF EDUCATION
UNIVERSITY OF ALBERTA
EDMONTON, ALBERTA

VICE-PRESIDENT
H. P. MOFFATT
DEPUTY MINISTER OF EDUCATION
HALIFAX, NOVA SCOTIA

EXECUTIVE SECRETARY
F. E. STEWART
ASSISTANT SECRETARY
A. ST-JEAN

206 Huron Street • Toronto 5, Ont. • PR. 1135

MEMORANDUM TO DEPUTY MINISTERS OF EDUCATION

regarding

MR. GARFIELD WESTON'S TOURS FOR GIRLS
ADMINISTRATION AND SELECTION

1. General

Please refer to the minutes of the CEA Executive for November 29 and 30, 1950, pages six and eight, and to my memo of December 15, 1950, on the above subject.

With the approval of our Executive I would respectfully request your co-operation in the selection of high school girls from your province to go on a tour of the United Kingdom, with all expenses paid, in the summer of 1951. It is hoped you will be able to co-operate with Mr. Weston and with the CEA in this project in your capacity as the senior educational official in your province.

The purpose of these tours is to promote a better knowledge of Canada and of the U.K. in the young people of each country. A very valuable by-product of the tours has been the promotion of Canadian unity through the knowledge gained by young people of different parts of Canada and of each other.

Will you please advise me at your early convenience if we may count upon your co-operation in this project?

2. Administration of the Tours

All arrangements for the tour will be made by Mr. Garfield Weston and his representatives in Canada and the U.K. In Canada the project is under the immediate direction of Public & Industrial Relations Limited, Toronto. Administrative details such as transportation, accommodation, passports, etc. will be looked after by specially appointed persons from these organizations. Heading the tour for Canadian girls will be Dr. Muriel Roscoe, Principal, Victoria College, McGill University. One of Mr. Weston's daughters will accompany the party in a supervisory capacity. Still to be selected are two additional supervisors, a graduate nurse and a woman competent in the field of guidance. A representative of Public & Industrial Relations Limited will be business manager for the English girls during their stay in Canada, and similar help will be provided to the Canadian girls while in the U.K.

The responsibility of the CEA is limited to selection of Canadian girls only, but its advice on other matters relative to the project would be welcomed.

3. Time and Itinerary The Canadian girls will sail from Montreal about July 13 and arrive back in Canada about August 20. The British girls will leave the U.K. July 30 and arrive again in England about September 10. No air travel is anticipated.

Object of the tour is to see as much as possible of the history, culture, industry, and way of life of the people of the U.K. The rate of travel will be slower than that last year for boys and the intention is to

remain in some central locality with suitable accommodation for a week at a time. This place will be used as a hub from which surrounding areas will be visited.

The proposed itinerary is shown in Appendix C hereto.

4. Method of Selection

It is the opinion of the CEA Committee that the senior educational official in each province should select the girls. It is believed that conditions vary and that such organization as might be set up should be left entirely to the discretion of the authorities in each province. However, it was agreed that very specific qualifications for the selectees, as set down by the Steering Committee, should be adhered to by the selectors.

5. Eligibility for Selection

(a) Age - The girl's date of birth should be between June 1, 1933, and June 1, 1935. It is hoped that the majority of girls will have passed their sixteenth birthday, but not yet reached their seventeenth birthday, at the time of the tour.

(b) Education - The girls should, unless under exceptional circumstances, be intending to take further educational training (academic, commercial, vocational, college, normal school, nursing, etc.) for at least one year. The majority of girls should have completed Grade XII in Ontario and British Columbia, and Grade XI in the other provinces in June, 1951. No girl may be selected who is not a competent student.

(c) Health - The girls selected must be in good health. While the girls being considered need not have a medical examination, those selected must, as soon as possible after their selection has been announced, obtain a certificate from their local physician that their health is satisfactory for such a trip. This is to be forwarded to the CEA office. The Canadian government requires that all persons entering Canada from abroad, including Canadian citizens, must have proof of vaccination within the last three years. Those selected must provide proof of such vaccination as soon as possible after their selection is made. Forms for this purpose will be sent to the girls selected after their selection has been announced.

(d) Consent - The consent of the parent or guardian of the selectee should be obtained on the form attached (App. F.). Forms for this purpose are being sent to you in sufficient quantities for the places available in your province.

(e) Qualities of Personality - In considering the suitability of girls the following personal qualities are important:

(i) Sense of responsibility - the importance of staying with the party, being on time for trains and boats, not mislaying personal effects, and appreciating the opportunities provided through such a tour at no personal expense give this factor unusual weight.

(ii) Adaptability and ability to get on with a group.

(iii) Intelligence - general alertness of mind, the ability to observe and to profit by experience.

(iv) Appearance

(v) Poise and deportment - the tour members will receive considerable public attention abroad and will meet many national and international figures.

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(vi) Ability to speak before school and adult groups

(vii) Spirit of enthusiasm

6. Responsibility for Selection and Number to be Selected

The Departments of Education of the different provinces, as the responsible authorities in education, are being asked to undertake the selection of a specified number of girls for the tour described above. The allocation of places to each province is shown in Appendix A. However, it is considered most politic from several angles for the CEA to assume responsibility for announcing those selected across Canada on the basis of recommendations from the Departments.

In the event that from the over-all point of view one or two candidates seem unsuitable, or in case illness or home problems prevent some girl from going on the tour after arrangements are otherwise complete, you are asked to recommend further names to the CEA as alternates, in addition to places allocated, on the basis of four each from Ontario and Quebec, one from P.E.I., and two from each of the other provinces. While it is considered appropriate that final approval of those selected to go on the tour be made by the Steering Committee, you may be assured that selections will be only from those names your Department supplies. Will you please list the names (and addresses) of those whom you recommend for the places allocated to your province. Alternates should be shown on a separate list, or in a separate column, and ranked as to first, second, etc. Consent forms (para. 5 (d) above) should not be completed for these alternates, nor should they be advised that their names have been submitted, to avoid disappointment on their part.

7. Time of Selection

So that arrangements for the tour, such as clothing, transportation, vaccination, documentation, passports, etc., may be completed in good time, the sponsors of the tour are anxious that selections be completed by March 1, 1951. In order to make arrangements for these necessary administrative details, the names of those recommended together with the names of the alternates mentioned in para. 6 above must reach the CEA office by March 8, 1951.

8. Announcement of Selections

Although the tour is limited to fifty girls, the goodwill benefits and the understanding the tours promote are broadened by the public attention they receive through press and radio. It is, of course, important that no premature announcement be made before each selection is confirmed by us. For this reason, and to avoid scattered announcements, material will be prepared by this Committee and forwarded to you for release as of a certain date. You are, of course, welcome to amend it in any way you see fit.

It will obviously be necessary, before names are sent to the CEA office, for the recommended girls to be advised that they are among those being recommended, in order that the consent of their parents may be obtained. Public announcement on the part of those recommended can be avoided, however, by advising them that official approval of those selected must be forthcoming from the Steering Committee before the selection can be regarded as final and public.

9. Private Schools

Four of the fifty girls are to be selected from private schools. Two of these will be chosen from private girls' schools in Ontario and two from Quebec. Selection of the two from Ontario will be arranged directly

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with the private schools by the CEA; the two from Quebec will be selected from private schools in the province of Quebec by such method as appears most suitable to the Department of Education of that province. To maintain provincial distribution these girls from the private schools should also normally reside in the province from which they are selected.

10. Geographic Representation, now and in later years

It will perhaps be helpful for you to know, in case criticism or disappointment is evident, that Mr. Weston hopes, the international situation permitting, to offer similar tours to Canadian girls in the future. Some care should be taken to avoid selection from small local areas in which boys were chosen last year. It is desired that representation from each province be as wide-spread as possible, Rural and village areas should have representation as well as urban areas, preferably on an equal basis with urban areas.

11. Expenses

All expenses in connection with the tour will be paid by Mr. Garfield Weston; it is desired that no girl should be prevented from going solely because of economic reasons. All transportation will be paid including transportation to and from the point of embarkation. A small amount of pocket money will be provided to each girl each week. Special luggage (for use during the tour) will also be provided, as will certain essential items of clothing--a suit, a dress, a purse, and a hat. The CEA should be advised of any special expenses in connection with the tour to which a department may be put beyond its ordinary responsibilities.

12. Appendices

Attached hereto is a list of allocations of places for each province (App.A); the areas from which boys were selected in 1950 (App.B); the proposed itinerary for the tour (App.C); the list of members of the CEA Steering Committee for this project (App.D); a sample form to be completed for each girl whose name is sent in to the CEA office (App.E); consent form (App.F).

Under separate cover you are being forwarded sufficient copies of:

(a) Appendix E - one to be returned to the CEA office for each girl recommended (including alternates)

(b) Appendix F - one to be returned to the CEA office for each girl recommended (not including alternates)

Further copies are included should you wish to keep duplicates on file.

F. K. Stewart

FKS:BB
January 9, 1951

F. K. Stewart,
Executive Secretary, CEA
Chairman, Steering Committee

Information copy - Directors

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POOR
COPY

THE CANADIAN EDUCATION ASSOCIATION

PAST PRESIDENT
L. W. SHAW
DEPUTY MINISTER OF EDUCATION
CHARLOTTE[illegible]

PRESIDENT
M. E. LAZERTE
PROFESSOR OF EDUCATION
UNIVERSITY OF ALBERTA
EDMONTON ALBERTA

VICE-PRESIDENT
H. P. MOFFATT
DEPUTY MINISTER OF EDUCATION
HALIFAX NOVA SCOTIA

EXECUTIVE SECRETARY
F. K. STEWART

ASSISTANT SECRETARY
A. ST-JEAN

306 Huron Street • Toronto 5, Ont. • PR. 1184

1-1-1

Copy

January 11, 1951

Northern Administration Branch,
Department of Resources and Development,
Ottawa, Ontario.

Attention: Mr. Grantham

Dear Sir:

Re: Weston's Tour for Girls

In a letter dated January 5, 1951 from the Superintendent of Indian Education, I was advised that you were kind enough to contact your principals at Fort Simpson and Yellow Knife, N.W.T., regarding a suitable high school girl to go on the above noted tour. Actually, I approached Colonel Neary to ask whom to address, as the CEA has been entrusted with the selection of these girls. Apparently you are willing to co-operate and have already taken action.

This letter is to advise that only today instructions to the various departments of education are being mailed concerning the selection of these girls and certain important points noted.

I am enclosing herewith three copies of the memo going forward today to the various departments. Would you please consider this memo as if it were addressed to you. You will note that one girl may be selected from the North West Territories. In addition, your official should name one alternate in accordance with para. 6 of the enclosed memo. Two personal record forms to be filled out for the girl recommended and her alternate are enclosed herewith as well as one consent form.

On behalf of this Association I should like to thank you for your readiness to co-operate. I hope you will be able to pass this material to your officials in the N.W.T. at your earliest convenience.

I have not sent this material to Mr. Hulland of the Yukon Territories because I have not yet heard from him in reply to my invitation asking for his co-operation.

Yours very sincerely,

FKS:BB
c.c. Col. Neary

F. K. Stewart.

PLEASE QUOTE
FILE 1-1-1 (1.)

CANADA

DEPARTMENT OF CITIZENSHIP AND IMMIGRATION
INDIAN AFFAIRS BRANCH

Ottawa

January 4, 1951.

Memorandum for File

Garfield Weston Tour

Upon receipt of the attached letter, the following action was taken:

(1) Telephoned N. Grantham re N.W.T. girl. Understand will be from Yellowknife High School.

(2) Telephoned Mr. Stewart and advised him to contact Superintendent Hulland, Dawson City, Y.T., re Yukon girl. He will expect word from Grantham re N.W.T. girl.

Have also asked that consideration be given to selection of Indian high school girl from either Ontario or B.C.

Bernard F. Neary,
Supt. of Indian Education

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THE CANADIAN EDUCATION ASSOCIATION

206 Huron Street - Toronto 5, Ont.

January 3, 1951

URGENT

Lieut. Col. B.F. Neary,
Superintendent of Indian Education,
Department of Citizenship and Immigration,
Ottawa, Ontario.

Dear Colonel Neary:

You are probably aware that last year Mr. Garfield Weston brought fifty English boys to Canada and took fifty Canadian boys to England in a six-week tour with all expenses paid. Mr. Weston proposes in the summer of 1951 to bring fifty girls from England to Canada and to send fifty Canadian girls from Canada to the U.K. for a six-week tour. Mr. Weston's representatives in Toronto in connection with this tour, Public and Industrial Relations Limited, have asked, with Mr. Weston's concurrence, the CEA to be responsible for the selection of the Canadian girls. They will be high school girls who are in their second last year of school. Most of them will have passed their sixteenth birthday and not have passed their seventeenth birthday.

All expenses are paid by Mr. Weston, even to the extent of luggage, a certain amount of clothing, and pocket money. The girl's economic situation will not prevent her from taking this trip, but of course she will have to be a competent student as well as a lively and co-operative type of person.

Mr. Weston has requested that one girl be selected from the North West Territories and one from the Yukon. While the CEA is in a position through the co-operation of the departments of education, to arrange for selection of the girls in the various provinces, I am somewhat at a loss as to the appropriate procedure in selecting a girl from the N.W.T. and the Yukon.

I should be grateful to have your advice as to the most appropriate procedure. If you are not the proper person to contact for the selection of school girls in these areas, would you please provide me at your earliest convenience with the name of the proper person to address so that I may ask for his co-operation.

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I believe that last year Public and Industrial Relations Limited made a direct approach to Dr. Keenleyside. Since then, however, he has gone with the U.N.

Yours very sincerely,

(Sgd) F.K. Stewart.

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THE CANADIAN EDUCATION ASSOCIATION

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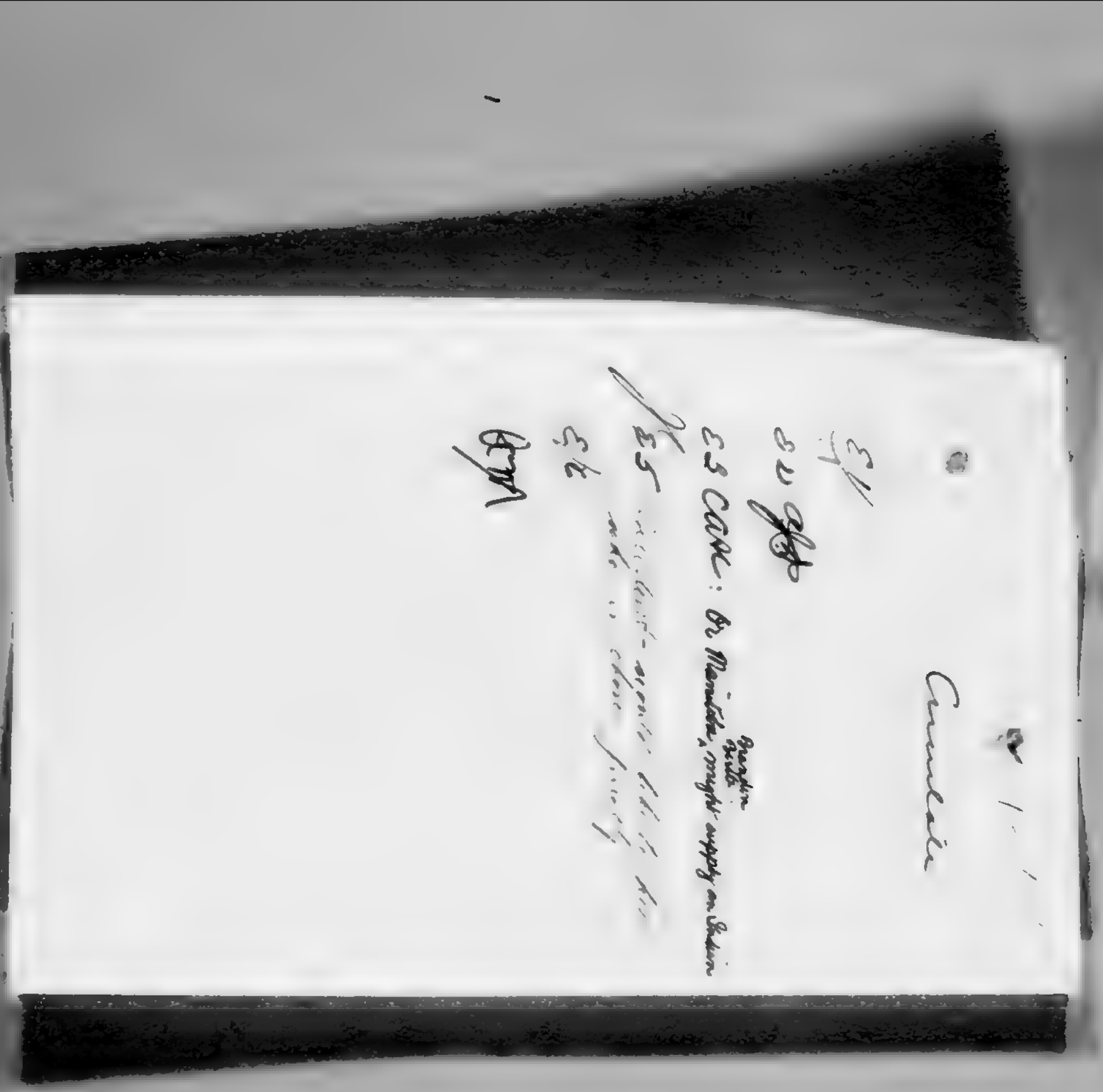
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(Sgd) F.K. Stewart.

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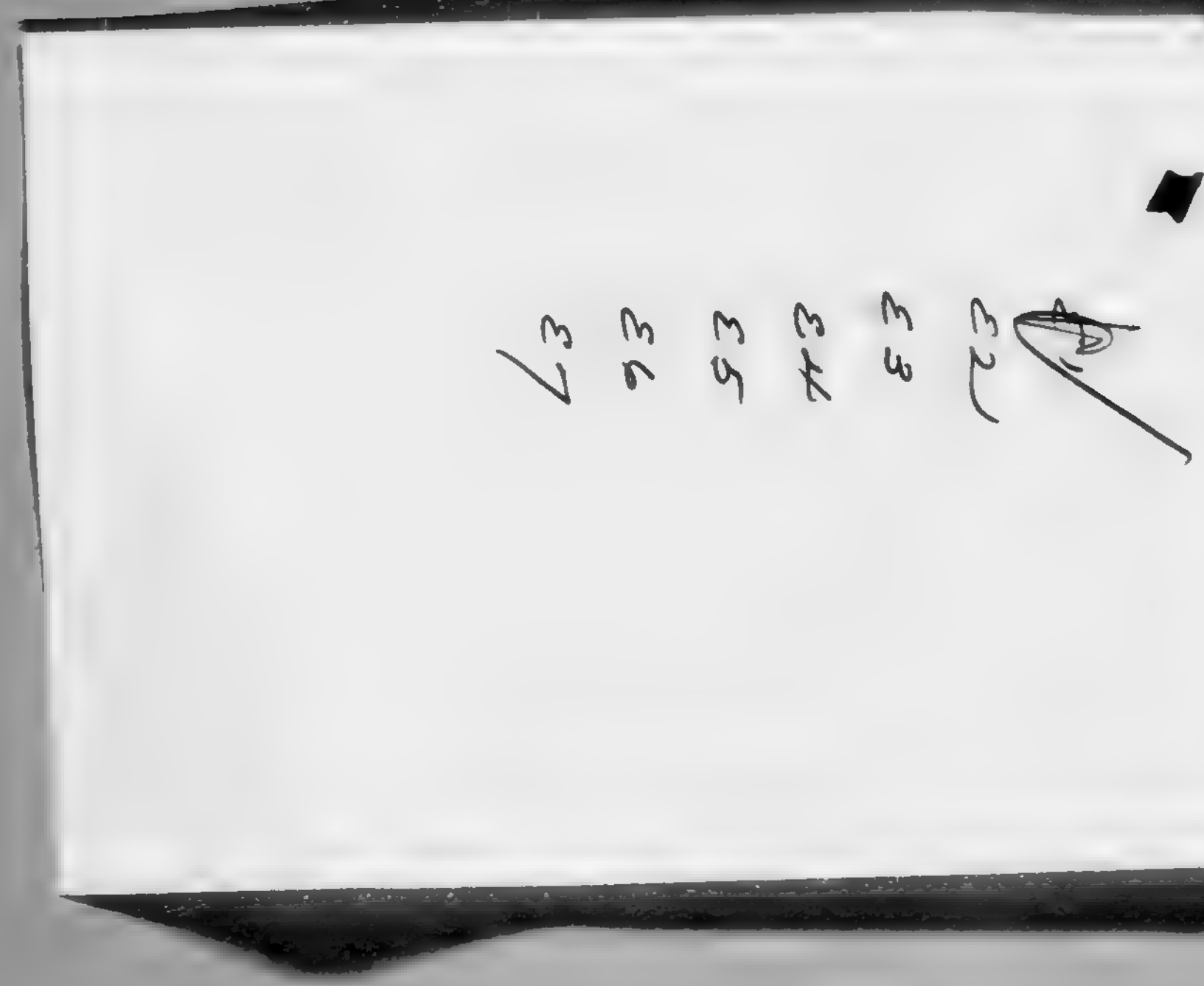
1949 Census - Total Indian Population in Canada = 136,511

Ontario

Total	.....	34,607
Church of England	.....	10,940
United Church	.....	6,025
Baptist	.....	1,314
Presbyterian	.....	611
Roman Catholic	.....	12,065
Other Christian Religious	.....	1,146
Aboriginal Belief	.....	2,306
Under 7	.....	6,700
7 - 16	.....	6,679

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January 18, 1951.

Memorandum:

MR. FAIRBAIRN

With reference to your telephone conversation with Mr. Phelan this morning, regarding certain information requested by the Director, I submit the following:

1. Amount provided in appropriation for assistance for Indian pupils desiring secondary education:

1945-46 $33,000.00

1950-51 $135,000.00

2. We have no record of having refused requests for establishment of day schools in Alberta and Saskatchewan during the past three years if educational survey proved that there was a definite need for the establishment of a school. In the appropriation for the fiscal year 1951-52, we have requested funds for 17 new day schools in Saskatchewan, 14 new day schools in Alberta, plus a classroom block at the Morley Residential School and a dormitory block at the Kamloops Residential School.

3. Number of pupils receiving tuition grants for secondary education:

There are 15 Indian children in Saskatchewan and 35 in Alberta who are receiving tuition grants during the current fiscal year. In the fiscal year 1945-46, we had only received requests from about approximately 5 Indian children in each province.

FP/ET

Bernard F. Neary,
Supt. of Indian Education

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1-1-1

1949 Census - Total Indian Population in Canada = 136,511

British Columbia

Total	27,936
Church of England	5,561
United Church	5,623
Roman Catholic	15,999
Others	753
Under 7	6,291
7 - 16	6,152

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1-1-1

Federal,
2:45 Ottawa,
January 19/51.

Col. Henry
Education Dept.,
Dept. of Indian Affairs
Ottawa, Ontario

5660

JAN 20 1951

Dear Sir,

Would it be possible to have your salary schedule for teachers in schools under your jurisdiction.

I have heard some quotes and am rather interested to combare them with our schedule here which we think is very fair, as yeh.

If you are able to let me have a copy I shall appreciate it.

Very sincerely,

(Miss) Anne Fitzmaurice

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Indian Affairs. (RG 10, Volume 6002, File 1-1-1, part 8)
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1-1-1 (E)

Ottawa, June 2, 1950.

Memorandum:

THE DIRECTOR

The Minister's Notes on the School Section of the Indian Act

1 (a) Day Schools

This is correct but there are still a few day schools remaining which were built

(a) by the churches
(b) by the Indians (band funds)
(c) by the Department in conjunction with (a) and/or (b).

1 (b) Residential Schools

Buildings

Some of these schools were built by the Department and are referred to as "Government-owned". Of the 69 residential schools, some 46 are in this category. The remaining schools were built by the churches (18 Roman Catholic and 5 Anglican) and are referred to as "Church-owned" schools.

Operation

A per capita grant is paid to the school management for the education and care of each Indian child whose attendance is duly authorized by the Department.

Maintenance

In addition the Department pays the following items (I) Major repairs in accordance with our regulations. At a "Government-owned" school we can exceed where necessary, items listed in our Estimates. At a "Church-owned" school this cannot be done without approval of the Governor-in-Council. For example, if a repair job at a "Church-owned" school costs $1,005.00 and the Vote only allows $1,000.00, then we must arrange a transfer and secure an Order-in-Council for the additional $5.00 required.

(II) Equipment such as desks, blackboards, laundry machinery, electrical generators, etc., in accordance with our regulations. As in (I) above, the "Church-owned" schools cannot exceed the sums specifically voted.

(III) School supplies including texts, scribblers, manual training tools, etc.

(IV) Grants towards salaries of night watchmen for winter months at certain schools.

(V) Grants towards salaries of manual training instructors where their qualifications meet our requirements.

I would also point out for the Minister's information the fact that the Department can request the dismissal of staff members or of the Principal. This has been done on several occasions in the last few years and we have always had the co-operation of the church concerned.

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2 We agree that in Section 10(2) of the old Act the difference between "A Roman Catholic (or Protestant) School" and a "School conducted under Roman Catholic (or Protestant) auspices" lay in the point of ownership. In other words, it is believed that the meaning of a "Roman Catholic (or Protestant) School" was a school both owned and operated by the church concerned. A "School conducted under Roman Catholic (or Protestant) auspices" is believed to have referred to a school owned by the Government but operated on its behalf by the religious denomination concerned.

Nomination of Day School Teachers

In certain day schools the Department allowed the churches to nominate the teachers but retained the right of dismissal if such teachers proved unsatisfactory. This practice of nomination has been greatly reduced in the last three years and will probably disappear. The Department of course will have to make certain that teachers are appointed who are of the denomination of the majority of the Indians concerned as provided for in Section 121 of the new Act. This precludes the appointment of teachers by the Civil Service Commission, and leaves the matter in the hands of the Department as authorized by Order-in-Council.

3. Provincial schools vary of course in the use of the term "public". In Quebec these are Roman Catholic schools, in other provinces they are "non-denominational". We pay tuition fees for Indian children who attend such schools.

The Minister is correct in his summary of the three types of schools to which Roman Catholic children might be sent but we might also add a fourth category of school,

(d) a provincial school or private school in which religious instruction in the Roman Catholic faith is given by the teacher or by a priest.

Section 118

I agree with the Minister's summary concerning this section and feel that the adjective "residential" school should be eliminated throughout this section.

Our practice at the present time where we have pupils of a religious minority, insufficient to establish a school, is to take one of the following actions:

(a) send the children concerned to a residential school of the faith concerned,

(b) send the children to a nearby provincial school or separate school if available.

Bernard F. Neary,
Supt. of Indian Education.

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Box 480,
North Sydney, N. S.
January, 19, 1951.

Col. B. F. Neary,
Superintendant,
Education Services,
Indian Affairs Branch,
220 Queen Street,
Ottawa, Ontario.

Dear Sir:

I am writing a report on the Education of Canadians other than those who receive their education at the regular schools of the provincial departments of education. I would greatly appreciate any information which you could give concerning the methods, extent, administration, and success of the work of the Indian Affairs Branch.

The report is being prepared as part of the requirements for a B. Ed. degree from Dalhousie University, Halifax, N.S.

Thanking you for your assistance, I am

Yours truly,

Richard H. W. Hill

Richard H. W. Hill

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1-1-1

(E)

January 23, 1951.

Mr. Richard W. Hill,
Box 480,
North Sydney, N. S.

Dear Mr. Hill:

I have for answer your letter of January 19, 1951. I attach a short report on "Recent Developments in Indian Education in Canada", which might be of assistance to you in your report.

Yours sincerely,

Bernard F. Neary,
Superintendent of Education.

Encl.

BFN/EM

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1-1-1

(F)

January 23, 1951.

Miss Anne Fitzmaurice,
School, Camp Petawawa,
Petawawa, Ontario.

Dear Miss Fitzmaurice:

I have for answer your letter of January 19 and our present salary schedule is as follows:

Teachers with First Class Certificates - $1,680 to $3,120.

Teachers with Second Class Certificates - $1,560 to $2,040.

Teachers with Third Class Certificates, or lower - $1,080 to $1,380.

This schedule is presently under revision and if you will write to me again in April, I will be able to give you the revised figures.

Yours sincerely,

Bernard F. Neary,
Superintendent of Education.

BFN/EM

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1-1-1 (E)

Copy of article "RECENT DEVELOPMENTS IN INDIAN EDUCATION"

mailed to:

Dr. Fred Whitworth,

Education Division,

Bureau of Statistics,

January 23, 1951.

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Indian Affairs. (RG 10, Volume 6002, File 1-1-1, part 8)
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1-1-1 (E)

January 23, 1951.

Memorandum:

1. Mr. Phelan,
2. Major Clark,
3. Mr. Trask,
4. Miss Moore:

Teacher's Manual.

It has always been my ambition to prepare a Teacher's Manual such as the one in use in the schools of the United States Indian Service. I feel that this is one of the major projects which should be undertaken during the next few quiet months.

Bernard F. Neary,
Superintendent of Education.

BFN/FM

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Revolt Against "Modern" Schooling

Alberta teachers start drilling pupils in grammar, adding and pronunciation as pendulum swings from modernism

By James H. Gray

CALGARY — It took a long time, but the bloom is falling off one of the late William Aberhart's most cherished if least publicized projects—"modernizing" teaching methods. The educational pendulum is once again swinging over to the conservative side. All kinds of high-blown theories, dreamed up usually by the super-intellectual bureaucrats, are being quietly junked; not only in Alberta but elsewhere on the Prairies as well.

In addition to being a prophesier, Biblical student, monetary reformer and politico, the late Mr. Aberhart was also a schoolteacher. By all accounts he was one of the best. Because he was a superb teacher, he could use all kinds of unorthodox methods and still have his classes whoop through departmental exams. Because he got such results with his methods, he assumed that universal adoption of the methods would produce similar results for all teachers.

• • •

The department theorizers got the green light. The old fashioned idea that the fundamentals, reading, spelling, arithmetic, grammar, etc., could only be taught by thorough drilling was discarded. Pupils were no longer required to memorize arithmetic tables. They learned that 5 times 5 made 25 by indirection, not by memorizing the five-times table. The same applied to the alphabet and the sounds. Nothing was learned by rote.

The hours once spent in dismal drills were turned over to "projects" and social studies. Parents, who drew on their experience in an effort to aid their young hopefuls in their studies, got snarky notes from principals.

For a decade everything was wonderful. But as the small fry of 1938 became high school students in 1948, the defects of the system became apparent. High school teachers had to try to teach Latin and French to pupils who had never been fully exposed to the formal rules of grammar. They didn't know a past participle from an irregular verb. Other teachers discovered that many of the rules of simple arithmetic, learned by the indirect method, had been forgotten.

Gradually the teachers have been gathering doubts about the whole thing. A questioning of the soundness of it all is now percolating through the teachers' ranks. Those who were against the reforms but had perforce to accommodate themselves to the new system, have become vocal critics now at teachers' meetings.

Equally important in the growing reaction against the modernists has been the attitude of the business world. The plain fact is that the theories don't work when it comes to providing pupils with a working knowledge of arithmetic, spelling or grammar. At very least, the old system enables people to add small sums in their heads and make rapid calculations. A store clerk who cannot add 36, 23 and 51 and get $1.10 is not too useful to an employer.

Yet the ability to add small sums mentally is so rare today that many employers have been forced to compel their employes to use a pencil and scratch pad before they touch the cash register. Many, perhaps most of the stores in the prairie cities are today equipped with scribbling paper to enable clerks to add six and five and be sure it is eleven.

Secretarial schools, which once confined their efforts largely to refresher courses in spelling, now have to devote a great deal of time teaching spelling that was once taught in the primary grades.

The mispronunciation of simple words is a continuous source of embarrassment to most radio stations. One radio station operator, who blew his top in an argument with some teachers, was told that the fault was his own. Instead of hiring people out of high school, he was told he should hire only university graduates because only they had really completed the course that began at grade one. His reply was that university graduates were worse than high school graduates. The former could neither be taught or trained while the latter, because they had quit before university, could be convinced they did not know everything.

• • •

All this is regional, rather than something strictly Albertan. It is reflected by a rising tide of dissatisfaction with the educational systems. It has nothing to do with the old argument about vocational versus academic studies. It is simply that the educational tools that are essential to daily life in our society are not being provided. As educational costs are continually rising, public griping is bound to be reflected in criticism of school expenditures.

Reading the signs of the times, or driven by impatient parental complaints, many teachers are voluntarily and quietly going back to the old system. They are sneaking in drills in number work, quietly encouraging parents to insist on some homework being done. That, to business men going mad trying to find stenographers who can spell and punctuate, should be really big news on the Prairies.

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E/

Extreme

COAS Let's not let the reactionaries kill "entreprises."

E.B. above expresses my sentiments.

E

AM

L

PA 3/-/-)

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33 Ossington Avenue,
January 26, 1951.

Shepard Engineering Company,
912 North Market Street,
St. Louis, Mo., U.S.A.

Dear Sir

I recently returned from a school inspection trip and found the slide which I had ordered in November. It is quite satisfactory and in fact we are very pleased with it. However, I recall that I sent you a Money Order in the amount of $7.85 at the time I ordered the slide. I find that my wife was required to pay the duty, which I had expected, but also the price of the slide again. I notice on the Express Bill attached, that the parcel was shipped "Collect".

Would you please investigate this matter as it would seem that we have paid twice for this slide.

Yours sincerely,

Bernard F. Neary,

BFN/KM

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33 Ossington Ave.,

January 26, 1951.

Premier Health & Accident Association,
711 Dominion Bank Building,
207 West Hastings Street,
Vancouver, B. C.

Dear Sirs:

I last heard from you on January 15, 1949, concerning my Health Insurance claim. Can you please advise me further concerning this matter.

Yours sincerely,

Bernard F. Neary.

BFN/EM

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ARCHIVES PUBLIQUES
CANADA

Indian Affairs. (RG 10, Volume 6002, File 1-1-1, part 8)
School Files

.one PAcific 6749

PREMIER HEALTH & ACCIDENT ASSOCIATION

HEAD OFFICE 710 - 711 DOMINION BANK BUILDING, 207 WEST HASTINGS STREET, VANCOUVER, B. C.

BRANCH OFFICE
NEW WESTMINSTER

January 15, 1949.

Mr. B. F. Neary,
31 Brighton Ave.,
Ottawa, Ont.

Dear Mr. Neary,

Enclosed herewith please find our cheque No.359 for $12.00 covering refund of Assessment paid by you on September 27/48, and is in accordance with our agreement if we did not obtain a licence to operate under the Insurance Act.

Regarding your claim we have all the necessary particulars, and settlement will be made by the liquidator who will wind up the Association's affairs.

Yours very truly,

PREMIER HEALTH AND ACCIDENT ASSOCIATION.

A. E. King,
Claims Department.

AFK/pf.

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CANADA

Indian Affairs. (RG 10, Volume 6002, File 1-1-1, part 8)
School Files

PERSONAL

January 27, 1951.

Reverend Canon H. G. Cook, D.D.,
Superintendent,
Indian School Administration, M.S.C.C.,
102 Bank Street,
Ottawa, Ontario.

Dear Canon Cook:

I sincerely appreciate your letter of January 25 and I, in turn, wish to express my thanks for the co-operation which we have received from the Indian School Administration.

There are many times when I have felt most apologetic for the delays which have occurred in some of the requests which you have made. There are certain procedures which have to be followed in the Government Service and these sometimes lead to long delays. However, when one is dealing with the taxpayers' money, we must understand that certain safeguards are very necessary.

I do hope that I will see you and any of your staff when they are in Toronto. The address is Thomas Nelson & Sons, 91 Wellington Street West, Toronto.

Yours sincerely,

Bernard F. Neary,
Superintendent of Education.

BFN/EM

Indian Affairs. (RG 10, Volume 6002, File 1-1-1, part 8)
School Files

PUBLIC ARCHIVES
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CANADA

The Indian School Administration

of the

Missionary Society of the Church of England in Canada

TELEPHONE 2-7088

ADDRESS ALL COMMUNICATIONS
TO THE SUPERINTENDENT

PLEASE QUOTE FILE No._____

BANK STREET CHAMBERS
192 BANK STREET
OTTAWA

January 25, 1951

Personal

Colonel B.F. Neary
Supt. Education
Indian Affairs Branch
Dept. Citizenship & Immigration
Ottawa, Ontario.

Dear Colonel Neary:

It was with deep regret that we, in the Administration, learned of your retiring from the position of Superintendent of Indian Education. During the past few years great advances have been made in the field of Indian education and a good deal of the progress attained can be credited to your capable guidance and leadership.

Speaking personally - I have always found you ready to help in any of our problems and most interested in what we, as a Church organization, were striving to do for the Indian children. Your presence "over the theatre" will be missed not only by myself but by all who have worked in co-operation with your office.

Please accept the Administration's thanks for your kindnesses in the past and our sincere good wishes are extended to you and your family as you take on other responsibilities in another field of endeavour.

Good luck to you.

Sincerely yours,

Henry F Cook

HFC:mcA

Superintendent

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Indian Affairs. (RG 10, Volume 6002, File 1-1-1, part 8)
School Files

1-1-1
N.W.T.

(b)

January 30, 1951.

Memorandum:

THE DIRECTOR.

Interim Report on Northern Education

Our various officials have read the attached report and it is difficult to make too many observations until Mr. Low has crystallized his thinking.

He is going North again in the near future and by the time he returns, will no doubt have further concrete recommendations to make. I agree with him that eventually we should aim for a unified system of education in the North. As you are aware, the new Indian Bill provides for the possibility of an agreement between the Northwest Territories Administration and this Branch for the education of all children in the North.

On page 17 Mr. Low is critical of the library of 200 books provided by the Indian Affairs Branch. I pointed out to him on a recent visit to this office, that these books were not provided by this Branch but through the office of the former Superintendent of Education. I showed him the type of library books we are providing for these schools and he agreed that our choices are on the whole quite acceptable.

I agree with his recommendations concerning the operation of a beginners' school at Yellowknife and feel that the Education Division should press for the opening of this school by next September.

Bernard F. Neary,
Superintendent of Education.

BFN/rm

Indian Affairs. (RG 10, Volume 6002, File 1-1-1, part 8)
School Files

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CANADA

University of Toronto
TORONTO 5, CANADA
SCHOOL OF SOCIAL WORK

February 3, 1951.

Col. Bernard F. Neary,
Superintendent of Indian Education,
Indian Affairs Branch,
Department of Citizenship and Immigration,
OTTAWA, Canada.

Dear Col. Neary:

I would be obliged if you would kindly send us, at your earliest convenience, a list of the Indian Residential Schools supervised by the Dominion Government.

Yours very sincerely,

Sophie R. Boyd
per M.E.

Sophie R. Boyd,
Executive Secretary.

/ms

PUBLIC ARCHIVES
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CANADA
Indian Affairs. (RG 10, Volume 6002, File 1-2-1, part 8)
School Files

INDIAN RESIDENTIAL SCHOOLS

Name of School	Post Office Address
NOVA SCOTIA	
Shubenacadie	Shubenacadie, N.S.
QUEBEC	
Fort George C.E.	Fort George, P.Q.
Fort George R.C.	c/o Oblate Fathers, Moosonee, Ontario.
ONTARIO	
Albany	Fort Albany via Moosonee, Ont.
Cecelia Jeffrey	Kenora, Ontario.
Fort Frances	Fort Frances, Ontario.
Fort William	Fort William, Ontario.
Kenora	Kenora, Ontario.
McIntosh	McIntosh, Ontario.
Mohawk	Brantford, Ontario.
Moose Fort	Moose Fort via Moosonee, Ont.
Shingwauk	Sault Ste. Marie, Ontario.
Sioux Lookout	Sioux Lookout, Ontario.
Spanish	Spanish, Ontario.
MANITOBA	
Birtle	Birtle, Manitoba.
Brandon	Brandon, Manitoba.
Cross Lake	Cross Lake via Norway House, Man.
Fort Alexander	Pine Falls, Manitoba.
Pine Creek	Camperville, Manitoba.
Portage la Prairie	Portage la Prairie, Manitoba.
Sandy Bay	Marier, Manitoba.
SASKATCHEWAN	
Beauval	Beauval, Saskatchewan.
Cowessess	Marieval via Grayson, Sask.
Duck Lake	Duck Lake, Saskatchewan.
Guy	Sturgeon Landing, Sask.
Lac la Ronge	Prince Albert, Sask.
Muscowequan	Lestock, Saskatchewan.

....2

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School Files

SASKATCHEWAN (Cont'd)	
St. Allan's	Prince Albert, Saskatchewan.
Onion Lake	Lloydminster, Saskatchewan
Qu'Appelle	Lebret, Saskatchewan.
St. Philip's	St. Philip's Saskatchewan.
ALBERTA	
Blood	Cardston, Alberta.
Blue Quills	St. Paul, Alberta.
Crowfoot	Cluny, Alberta.
Edmonton	Edmonton, Alberta.
Ermineskins	Hobbema, Alberta.
Grouard	Grouard, Alberta.
Hay Lakes	Hay Lakes, Alberta.
Holy Angels	Fort Chipewyan, Alberta.
Joussard	Joussard, Alberta.
Morley	Morley, Alberta.
Old Sun's	Gleichen, Alberta.
St. Cyprian	Brocket, Alberta.
St. Paul	Cardston, Alberta.
Sacred Heart	Brocket, Alberta.
Sturgeon Lake	Calais, Alberta.
Vermilion	Fort Vermilion, Alberta.
Wabasca C.E.	Wabasca, Alberta.
Wabasca R.C.	Wabasca, Alberta.
BRITISH COLUMBIA	
Alberni	Alberni, B.C.
Alert Bay	Alert Bay, B.C.
Cariboo	150 Mile House, B.C.
Christie	Kakawis, B.C.
Kamloops	Kamloops, B.C.
Kuper Island	Kuper Island via Chemainus, B.C.
Lejac	Lejac, B.C.

.....3

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School Files

BRITISH COLUMBIA (Cont'd)	
Lower Post	Watson Lake, B.C.
St. Mary's Mission	Mission, B.C.
Sechelt	Sechelt, B.C.
Squamish	North Vancouver, B.C.
St. George's	Lytton, B.C.
Kootenay	Cranbrook, B.C.
NORTHWEST TERRITORIES	
Aklavik C.E.	Aklavik, N.W.T.
Aklavik R.C.	Aklavik, N.W.T.
Fort Resolution	Fort Resolution, N.W.T.
Providence Mission	Fort Providence, N.W.T.
YUKON	
Carcross	Carcross, Y.T.

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Indian Affairs. (RG 10, Volume 6002, File 1-1-1, part 8)
School Files

1-1-1(E1)

February 9, 1951.

Miss Sophie R. Boyd,
Executive Secretary,
School of Social Work,
University of Toronto,
Toronto 5, Ontario.

Dear Miss Boyd:

With reference to your letter of the 3rd instant, I enclose a list of the Indian Residential Schools in the Dominion, together with their post office addresses.

Yours sincerely,

PP/ST
Enc.

Philip Phelan,
A/Superintendent of Education

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CANADA

Indian Affairs. (RG 10, Volume 6002, File 1-1-1, part 8)
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.:.I.	2(2+.)	0							
. :.	3(2.+)	(1+)				1			
. .	1+(14+03)	(1-)				1			
. .	71(59+123)	2(-1.)							
. n.	1 (1 +.)	3(+)							
. .	7(7 +)	(+)							
. .	5 (+)	( )							
. .	( )	( )							
. . .	3(1 +)	( )							
. . .	13(13+13)	(+1)							
. . .	12(9+3)								
	(+)								

1-1-1 Pt

Indian Affairs. (RG 10, Volume 6002, File 1-1-1, part 8)
School Files

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CANADA


ROUTE SLIP

PASS

1. Duke
2. Mr. P
3. P.A.
4.

Date

Initials A. M.

Indian Affairs. (RG 10, Volume 6002, File 1-1-1, part 8)
School Files

PUBLIC ARCHIVES
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CANADA

1-1-1

February 15, 1951.

Mr. C.J. Eustace,
J.M. Dent & Sons (Canada) Limited,
224 Bloor Street West,
Toronto 5, Ontario.

Dear Chris:

With reference to your letter of the 13th instant, I enclose the manuscript called "The Indian in Canada's Story".

Yours sincerely,

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CANADA

Indian Affairs. (RG 10, Volume 6002, File 1-1-1, part 8)
School Files

LON

TORONTO

M. DENT & SONS (CANADA), LIMITED

PUBLISHERS

224 Bloor Street West
TORONTO 5, CANADA

February 13th, 1951

Mr. P. Phelan,
Department of Indian Affairs,
Ottawa,
Ontario.

Dear Phil,

Colonel Neary had a manuscript of ours called "The Indian in Canada's Story" by E. C. Woodley, which we were considering turning into a reader for Grade 6 and 7 level in your schools. A good deal of work had to be done on the manuscript, and the author would like to have it back. I wonder if you could find out if it is in the office and if so return it to us.

Yours sincerely,

p/ [signature]

C. J. EUSTACE

CJE/LML

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CANADA

Indian Affairs. (RG 10, Volume 6002, File 1-1-1, part 8)
School Files

PA → 1-1-1(E1)

February 19, 1951.

Memorandum:

COL. E. ACLAND
EXECUTIVE ASSISTANT

With reference to your memorandum of the 14th instant, Mr. Smith's letter is not very definite. His letter has been reviewed by Mr. Clark of this Division, who was in the same area about two years ago.

It is my understanding that there is no reserve at Lubicon Lake. As stated in Mr. Smith's letter, we have residential schools which the children could attend, but Mr. Smith states that the parents object on account of the distance of the residential schools from their homes. We have not received any request from the Alberta Department of Education to co-operate with them in erecting a Joint School.

I do not understand what is meant by "we are planning to building a dormitory". Mr. Smith does not state to whom he refers, and in using the word "dormitory" it is presumed that he refers to a "hostel". We have no funds available for assistance in a project of this nature. While Mr. Smith may not realize it, the establishment and operation of a hostel presents all the same difficulties as occur in the establishment and operation of a residential school.

Philip Phelan,
A/Superintendent of Education

PP/ST

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Indian Affairs. (RG 10, Volume 6002, File 1-1-1, part 8)
School Files

PLEASE QUOTE

FILE 1-1-1

CANADA

DEPARTMENT OF CITIZENSHIP AND IMMIGRATION

INDIAN AFFAIRS BRANCH

Ottawa February 14, 1951.

R.T.

W.

✓ E.

Reference attached letter to the Minister from Rolland C. Smith. Will you please forward to this office all available information respecting those sections having to do with your service in order that a letter may be prepared for the Minister's signature with as little delay as possible.

Executive Assistant.

PUBLIC ARCHIVES
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CANADA

Indian Affairs. (RG 10, Volume 6002, File 1-1-1, part 8)
School Files

COPY

February 7, 1951

The Honorable Walter Harris M.P.
Department of Indian Affairs
Ottawa, Ontario

Dear Sir:

There are some things which I discovered on my recent trip through the Lubicon (Prairie) Lake area, north-east of town, which should be brought to your attention.

This area is quite isolated and except for treaty time is visited by very few white men. My purpose in making this 366 mile trip was to investigate the request for a school. The Indians thought your department should be responsible for a school, but I found only one-third of the 60 children concerned are treaty. You have already provided two excellent residential schools at Wabiskaw and Grouard, which were intended to be used by these Indians. Since visiting with them, it seems they are determined not to send their children out to these schools, because they are too far away for the parents to visit their children. (It would take them a week or more each way, traveling as they do by team.)

The Indians and Metis all want a school, even if they have to build one for themselves. Since two-thirds of the children are non-treaty, we are trying to work out a plan whereby the Alberta Department of Education will provide a day school and we are planning to build a dormitory. If this idea works out, will your department be willing for us to include the treaty children in this plan? How much do you pay toward their support?

In deciding the location for the school the question is again raised concerning the promised Indian Reserve at Lubicon Lake. Ten or twelve years ago these Indians were promised a Reserve comprising 22 sections of prairie land at the west end of Lubicon Lake. Do you have any record of such

PUBLIC ARCHIVES
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Indian Affairs. (RG 10, Volume 6002, File 1-1-1, part 8)
School Files

an agreement? Has the plan for a Reserve at Lubicon been abandoned? If there is to be a Reserve, the school should be located near it, but not necessarily on it, since two-thirds of the children are non-treaty.

There is considerable fuss being made relative to the children's allowance. The non-treaty Metis are receiving the allowance, when their children are not in school, but the treaty Indians are not. Could you use your influence to have a standard rule relative to the children's allowance? The Indians need this extra money as much or more than anyone else.

One other matter should be mentioned. The Lubicon Lake Indians have not been exrayed for T.B. The trader and some of the Indians expressed concern, because last year the treaty party did exrays everywhere except at Lubicon. I do not know why they were omitted, but will you please include the exray outfit with this year's treaty party at Lubicon? Treaty time is the only contact their people now have with medical care. We plan to have a nurse at the school when it opens.

Thanks for your patience in this lengthy letter. These are matters I knew you would be interested in and I know they will receive your careful consideration.

I have the honor to remain,

Yours very truly,

(Sgd.) Rolland C. Smith

Indian Affairs. (RG 10, Volume 6002, File 1-1-1, part 8)
School Files
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CANADA

1-1-1

(E 1)

February 19, 1951.

Mr. W. S. Arneil,
Indian Commissioner,
P.O. Box 70,
Vancouver, B. C.

Re: Mrs. M.M. Schilling, Little Fort, B.C.

Attached is a letter received from Mr. G. H. Gooderham. I am advised that we have no teacher on our staff by the name of Mrs. Schilling.

Philip Phelan,
A/Superintendent of Education.

Encl.

RE: Mrs. M. M. Schilling, Little Fort, B.C.

PP/FM

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CANADA

Indian Affairs. (RG 10, Volume 6002, File 1-1-1, part 8)
School Files

POOR COPY

DEPARTMENT OF MINES AND RESOURCES

INDIAN AFFAIRS BRANCH

CLOSED FILE

FILE NUMBER 1-1-1 VOLUME 8

SUBJECT SCHOOLS

GENERAL CORRESPONDENCE

CORRESPONDENCE FROM [illegible], 1948

TO MARCH, 1951

NO FURTHER CORRESPONDENCE

TO BE PLACED ON THIS FILE

221.

NOTE: For subsequent correspondence relevant to the subject matter of this closed file see

FILE ..... VOLUME .....

PUBLIC ARCHIVES
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CANADA

FILE NO. 1-1-S

DEPARTMENT OF MINES AND RESOURCES

INDIAN AFFAIRS BRANCH

VOLUME 1

FROM JAN 1948

TO

SUBJECT

APPLICATIONS FOR POSITIONS AS TEACHERS IN GENERAL SCHOOLS

REFERENCE				DISPOSAL			
Received From	By	Remarks	Date	Put on file	By	Date	Sent Re. What For
E	JnM	14552	14/3/50	Pa	am	27/4	
E	Em	14168	14/3/50	Pa	am	28/4	
E	Em	18177	21/3	Pa	am	28/4	
				Pa	am	27/4	
E	Em	20773	30/3	Pa	am	28/4	
E	Em	346	30/3	Pa	am	28/4	
E	Em	13748	31/3	Pa	am	28/4	
E	Em	724	3/4/50	Pa	am	27/4	
E	Em	man 7	3/4/50	Pa	am	5/4	
E	Em	180	7/4/50	Pa	am	24/4	
E	M	2646	10/4/50	Pa	am	24/4	
E	Em	4327	17/4	Pa	am	24/4	
E	Em	4116	17/4	Pa	am	27/4	
E	Em	8069	20/4	Pa	am	28/4	
E	Em	5220	20/4	See 481-1			
E	am	Letter copy 6	24/4	Pa	am	24/4	
E	am	7318	28/4	Pa	am	28/4	
E	Em	4593	4/5	See 1-1-IX			
E	Em	9222	4/5	Pa	am	16/5	
E	Em	7966	4/5/50?				
E	Em	May 4	4/	See 481-1			
E	E	Let [illegible]		Pa	am	16/5	
E	Em	11943	12/5	Pa	am	16/5	
E	am	Letter 21/5	27/5	Pa	am	27/5	
E	am	[illegible]	29/5	Pa	am	2/6	
E	Em	16417	2/6/50	See 42072-9-3			
E	Em	16668	2/6/50	See 42072-9-3			

DO NOT WRITE BELOW THIS LINE

FILE NO. 1-1-S XXXX

PUBLIC ARCHIVES
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CANADA

Indian Affairs. RG 10, Volume 6026, File 1-1-S, part 1

KODAK SAFETY ▲ FILM +●

FILE NO. 1-1-3

DEPARTMENT OF CITIZENSHIP AND IMMIGRATION

INDIAN AFFAIRS BRANCH

SUBJECT

APPLICATIONS FOR POSITIONS AS Seasonal

VOLUME

FROM Jan. 1

TO

REFERENCE				DISPOSAL			
Referred To	By	Remarks	Date	PA or BF	By	Date	For Records Use
E	Em	2121	2/4/51				
E	Em	6477	24/51	PA	Em	1/3/51	
E	am	9144	28/2				
E	am	9145	28/2				
E1	am	16661	1/3/51	Pa	am	1/3/51	
E1	am	31-1-51 Lmk	1/3/51	Pa	am	5/3/51	
E1	am	7784	1/3/51	—			
E1	am	9780	5/3/51	Pa	am	5/3/51	
E	am	29178		Pa	am	31/3	
E	am	32423			am	31/3	
E	am	31364		Pa	am	31/3	
E	am	29907		Pa	am	31/3	
E	am	23672		—			
		21200		Pa	am	5/6/51	
		21242		Pa	am	5/6/51	
		20035		missing			
		1455	5/4/51	Pa	am	9/4/51	
		35297	1/4	Pa	am	9/6/51	
		35398	1/4	Pa	am	10/4/51	
		6905	12/4	Pa	am	1/4/51	
		33930		Pa	am	5/6/51	
E7	am	43846	30/11	Pa	am	31/2	
E7	am	98568	2/2/52	Pa	am	18/2	
		84999 & 78452	15/2	Pa	am	15/2	
		12035 & 41121	15/2	Pa	am	15/2	

FILE NO. 1-1-3

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Indian Affairs. (RG 10, Volume 6826, File 1-1-3, part 1)
School files

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FILE NO. 1-1-S

DEPARTMENT OF MINES AND RESOURCES

INDIAN AFFAIRS BRANCH

SUBJECT

APPLICATIONS FOR POSITIONS AS TEACHERS IN SEASONAL SCHOOLS

VOLUME 1

FROM JAN 1948

TO

REFERENCE

Referred To	By	Remarks	Date
E	[illegible]	3589	25/3
E-1	[illegible]	4383	27/3
		3982	
E	[illegible]	4641, 4919	[illegible]
E-1	[illegible]	[illegible]	[illegible]
E	[illegible]	6888	6/4
E	[illegible]	[illegible]	[illegible]
E	[illegible]	[illegible]	[illegible]
E	[illegible]	[illegible]	[illegible]
E	[illegible]	9234	[illegible]
E	[illegible]	9661	19/4
E	[illegible]	10346	20/4
E	[illegible]	[illegible]	[illegible]
E	[illegible]	11023	[illegible]
E	[illegible]	12445 (See file 819-1)	3/5/49
E	[illegible]	14498	4/5/49
E	[illegible]	14696	4/5/49
E	[illegible]	17311	12/5/49
~~E~~	~~[illegible]~~	[illegible]	[illegible]
E	[illegible]	11321	16/1
E	[illegible]	[illegible]	[illegible]
E	[illegible]	8083 - 8332	4/2/50
E	[illegible]	8434	13/2/50
E	[illegible]	8553	[illegible]
E	[illegible]	[illegible]	13/2/50
E	[illegible]	[illegible]	13/2/50
E	[illegible]	7723	[illegible]
E	[illegible]	10171	16/2/50

DISPOSAL

PA or BF	By	Date	For Records Use
PA	[illegible]	4-4-49	
PA	[illegible]	[illegible]	
PA	[illegible]		
PA	[illegible]	[illegible]	
PA	[illegible]	6/4	6/
PA	[illegible]	7/5	
PA	[illegible]	9/5	
PA	[illegible]	9/5	
PA	[illegible]	3 3 [illegible] -1.	
PA	[illegible]	9/5	
PA	[illegible]	4-6-50	
PA	Winnipeg 1		
PA	[illegible]	9/5	
PA	[illegible]	4-5-49	
PA	[illegible]	9/5	
PA	Winnipeg		4 1 [illegible]
PA	[illegible]	3/5	
[illegible]	[illegible]	[illegible]	2/12
BF	[illegible]	7/2	
PA	[illegible]	9/2	11/4/50
PA	[illegible]	14/2	
PA	[illegible]	14/2/50	
PA	[illegible]	14/2	
PA	[illegible]	14/2	
PA	[illegible]	15/2	
PA	[illegible]	[illegible]	

DO NOT WRITE BELOW THIS LINE

PUBLIC ARCHIVES
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CANADA

No answer yet - Seasonal School

APPLICATION FOR EMPLOYMENT IN INDIAN DAY SCHOOLS

I. PERSONAL QUALIFICATIONS

Name in full (please print) Connell..., Allison Beresford.....
(Surname) (Christian Names)

Date of Birth June 3, 1931... Place of Birth Silver Lookout, Ont.
Sex male.....Religious Denomination Anglican..... Health Robust....
Canadian Citizen yes..... Service in H.M. Forces R.C.N.V.R. - at present

II. PROFESSIONAL & ACADEMIC QUALIFICATIONS

I attended high school at ....Woodstock..... in the Province of New Brunswick and received a Matriculation..... Certificate after successfully completing three..... ... years of high school. I then attended St. Allison..... University for a period of ..one..... years and received a ..... degree (only where applicable; give other details of additional education on back).

I attended a Teacher Training Course at .....,Normal School in the Province of ..... for ..... months in the years .....

I hold a ..... Class Teacher's Certificate of a .... (temporary or permandne) nature in the Province of .... It is numbered ..... dated ..... and is valid until .....

III. TEACHING EXPERIENCE

	Dates	Name of School	Town and Province	Total Years
1.	.....	.....	.....	.....
2.	.....	.....	.....	.....
3.	.....	.....	.....	.....
4.	.....	.....	.....	.....
5.	.....	.....	.....	.....

(use other side for more detail)

My total teaching experience is ..... years in Indian Schools and ..... years in Provincial Schools.

IV. SUMMER SCHOOLS - In order to qualify for salary increments as shown in the schedule, I certify that I have attended the following professional summer schools conducted by Provincial Departments of Education or Canadian Universities for a duration of four weeks or more in length:

	Year	Course taken	By whom course was conducted	Length of Course in weeks
1.	.....	.....	.....	.....
2.	.....	.....	.....	.....
3.	.....	.....	.....	.....

V. SPECIAL QUALIFICATIONS

List any special qualifications you have for Indian work .....
.....
.....

VI. REFERENCES and INSPECTOR'S REPORTS

Please attach copies of references and your latest Inspector's Report (if any).

VII. I therefore request, in view of my qualifications and experience as detailed above, that I be classified as a Grade ..... teacher and that my salary as a teacher in the ..... Indian Day School for the 1948-49 academic year be set at $..... according to the salary schedule.

I understand (i) that all salary increases are clearly described in the schedule regulations as for "satisfactory service", (ii) that therefore it will be necessary for the Indian Affairs Branch to carefully consider School Inspectors' and other reports submitted upon my teaching service.
(Note: Details of our salary schedule are available in all Indian Agency offices. If the application is sent in with part of Section VII left blank, we will inform you of the salary you would receive in our service).

January 24/49 (date)

Allison B. Connell....
(Signature)

(temp) Sackville, N.B.
(Address)

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CANADA

Indian Affairs. (RG 10, Volume 6002, File 1-1-15, part 1
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Sackville N.B.
January 23/45

B.F. Neary.
Supt. of Education,
Indian Affairs Branch.
Dept. of Mines and Resources,
Ottawa, Can.

Dear Sir,

You have observed that I have not as yet had experience in practical education, but I would like to add that I am taking an Arts course here solely to become a teacher, and that my aim in presuming to apply for the above position is to try to find an opportunity to gain experience. I am also familiar with conditions among the Algonkian and Cree in northern Canada, and would particularly enjoy being situated somewhere in north-western Ontario. If it is that my salary would be a minimum, so might I receive a copy of your schedules (if you care to ~~have~~ consider this request) and I would then be able to judge if the position would be possible for me financially.

Respectfully yours,
Allison B. Connell Jr.

Freeman House
Mt. Allison University

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Indian Affairs. (RG 10, Volume 6002, File 1-1-1S, part 1)
School Files

POOR COPY

Supt of Education - Indian Affairs Branch -
220 Laurier Ave.

1-1-12

APPLICATION FOR EMPLOYMENT IN INDIAN DAY SCHOOLS

I. PERSONAL QUALIFICATIONS

Name in full (please print) ARNOLD (Surname) JOHN KENNETH (Christian Names)

Date of Birth Aug. 6, 1921 Place of Birth OTTAWA

Sex MALE Religious Denomination ANGLICAN Health GOOD

Canadian Citizen YES. Service in H.M. Forces 5 yrs. 11 mos. 26 days

II. PROFESSIONAL & ACADEMIC QUALIFICATIONS

I attended high school at OTTAWA in the Province of ONTARIO and received a no (J.W.A.R.) Certificate after successfully completing 5 years of high school. I then attended CARLETON COLLEGE University for a period of 3 years and received a still attending degree (only where applicable; give other details of additional education on back).

I attended a Teacher Training Course at ....., Normal School in the Province of ..... for ..... months in the years .....

I hold a ..... Class Teacher's Certificate of a .... (temporary or permandne) nature in the Province of .... It is numbered ..... dated ..... and is valid until .....

III. TEACHING EXPERIENCE 5 years instructor in Army, attended various teaching methods courses.

	Dates	Name of School	Town and Province	Total Years
1.	.....	.....	.....	.....
2.	.....	.....	.....	.....
3.	.....	.....	.....	.....
4.	.....	.....	.....	.....
5.	.....	.....	.....	.....

(use other side for more detail)

My total teaching experience is ..... years in Indian Schools and ..... years in Provincial Schools.

IV. SUMMER SCHOOLS - In order to qualify for salary increments as shown in the schedule, I certify that I have attended the following professional summer schools conducted by Provincial Departments of Education or Canadian Universities for a duration of four weeks or more in length:

	Year	Course taken	By whom course was conducted	Length of Course in weeks
1.	.....	.....	.....	.....
2.	.....	.....	.....	.....
3.	.....	.....	.....	.....

V. SPECIAL QUALIFICATIONS

List any special qualifications you have for Indian work .....
.....
.....

VI. REFERENCES and INSPECTOR'S REPORTS

Please attach copies of references and your latest Inspector's Report (if any).

VII. I therefore request, in view of my qualifications and experience as detailed above, that I be classified as a Grade ..... teacher and that my salary as a teacher in the ..... Indian Day School for the 1948-49 academic year be set at $..... according to the salary schedule.

I understand (i) that all salary increases are clearly described in the schedule regulations as for "satisfactory service", (ii) that therefore it will be necessary for the Indian Affairs Branch to carefully consider School Inspectors' and other reports submitted upon my teaching service.
(Note: Details of our salary schedule are available in all Indian Agency offices. If the application is sent in with part of Section VII left blank, we will inform you of the salary you would receive in our service).

FEB. 25, 1949. (date)

J. K. Arnold (Signature)
229 FRANK ST.
OTTAWA, ONT. (Address)
Phone 5-2009

Prepared To go to an isolated post.

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School Files

/ - / ·

[redacted]

[redacted]

[redacted]

1-1-1 X

(E)

February 24, 1949.

Mr. C.W.D. Phillips,
Dawson College, P. Q.

Dear Sir:

I have for answer your letter of February 21 and am forwarding you, attached hereto, an application for employment in one of our Indian Day Schools.

We have had many requests for summer employment in our Indian seasonal schools this year and already have a number of applicants with previous teaching experience. However, I will be glad to receive an application from you also.

Yours sincerely,

Bernard F. Neary,
Superintendent of Education.

Encl.

BFN/E...

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Indian Affairs. (RG 10, Volume 6002, File 1-1-15, part 1)
School Files

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Allison Lodge
Mount Allison
Sackville N.B.
March 16, 1949

2113

Mr. Bernard Neary
Superintendent of Education
Indian Affairs Branch
Department of Mines and Resources
Ottawa Ontario

Dear Sir:

It has come to my attention that there are positions open for the teaching of Indians in Northern Canada. I would like to apply for one of these positions

My experience in the North has been fairly extensive as, for two years previous to entering university, I was an employee of the Abitibi Power and Paper Company in Northern Ontario and Manitoba. The last year of this period I was employed as a cruiser, in which capacity I naturally spent months cut off from all but occasional contact with the outside world. I know therefore that this aspect of the position will present no difficulties. I like the north and this fact contributes in no small way to my interest

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POOR
COPY

... a post. Another consideration that prompts me to apply is the fact that I am financing my own education. I ... imperative that I have a job that provides not only an adequate salary but also an opportunity to move

I am an Arts student at Mount Allison University and am 21 yrs of age. Because of my uncertain financial position I have been permitted to register as a special student. I am now taking the following courses: Freshman and Sophmore English, The modern novel, Economics 1, Sociology and Political Science.

It is Professor Mac Bell who has drawn my attention to the possibility of employment with you and he has offered to write you on my behalf. I will be free to begin work on May 10.

I hope that you will see fit to consider my application favourably.

I have the honour to be, Sir,

Yours very respectfully,

Richard Nielsen

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POOR COPY

1706

DIOCESE OF MOOSONEE

RT. REV. ROBERT J. RENISON, M.A., D.D.
BISHOP
TELEPHONE - TIMMINS 703 W
TELEGRAMS - RENISON, TIMMINS

BISHOPSTOPE
PORCUPINE HIGHWAY
SCHUMACHER, ONT.

March 15th. 1949.

Col. B. F. Neary,
Department of Mines & Resources,
Indian Affairs Branch,
Ottawa, Ontario.

Dear Col. Neary,-

I am writing to Mr. B. Philip Belyea of Sackville, New Brunswick, asking him, to take one of our schools, next Summer.

As soon as I hear from you, in answer to my long letter, I will know how many we need.

I have written to Mr. Thompson and told him of your plan, to replace him next fall.

I understand, he can remain there, until then.

I should be very glad to hear from the man, whom you were going to send there, as the permanent teacher.

I am anxious, if possible, to find a suitable person for Mistassini. There are enough people there, to justify a permanent appointment. The man would be happier, if he were married.

Do you think, that if we can find the right man, his wife, could be appointed as a nurse, or as a Social Service Worker.

There is a real need there for someone to work among the women and children.

Yours faithfully,

Robert J Renison
Bishop of Moosonee

RJR/L.

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Indian Affairs. (RG 10, Volume 6002, File 1-1-15, part 1)
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1-1-1-4

Trueman House,
Mount Allison University,
Sackville, N.B.

15th of March, 1949

Mr. Bernard F. Neary,
Superintendent of Education,
Indian Affairs Branch,
Department of Mines and Resources,
Ottawa, Ontario.

Dear Sir:

I am a Freshman Arts student at Mount Allison University, am twenty-four years of age and am seeking employment during the coming summer months as a teacher at one of the seasonal schools in the north.

I served thirty-nine months in the Royal Canadian Air Force, doing administrative work in Canada and Intelligence Branch work in Germany during the first year of occupation. From the spring of 1947 until the spring of 1948 I was employed as an interpreter with the German Section of the British Foreign Office in Germany. In the fall of last year I took up my studies at this university and plan to make teaching my profession upon the successful completion of these studies.

A close friend of mine at this university, Allison B. Connell, has also applied for a teaching position with your branch. In the event of our both being accepted for work, would it be at all possible for us to be sent to the same reserve together?

I have the honour to be, Sir,

respectfully yours,

John D. Allen.
(John D. Allen)

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Indian Affairs. (RG 10, Volume 6002, File 1-1-1C, part 1)
School Files

E 1 1791

114 Preston St. Halifax, N.S. 1-1-1C
March 15, 1949.

Indian Affairs Branch
Dept. of Lands and Natural Resources, Ottawa, Ont.

Dear Sirs -,

I am attending Dalhousie University taking courses of instruction in third year Arts. I have been advised that your department offers employment for such students in the capacity of instructors in Indian schools. Since I have taught one year in a rural school and intend to enter that profession on graduation, such a position would be desirable.

Any information on prospective positions would be appreciated. Qualifications on experience will be furnished upon request.

Yours truly,

Kenneth Morrison.

1-1-14

MOUNT ALLISON UNIVERSITY
SACKVILLE, NEW BRUNSWICK

2460

March 16, 1949.

No action as no application

Mr. Bernard Neary,
Superintendent of Education,
Indian Affairs Branch,
Department of Mines and Resources,
Ottawa.

Dear Mr. Neary:

I am glad to recommend to you Mr. Richard G. Nielsen as a suitable teacher for work with the Department of Indian Affairs.

This young man is well and favourably known to me. He lives as a student in a men's residence of which I am Dean. During the six months he has lived here, I have acted as an adviser to him on almost every phase of his life, and because he is supporting himself through college and because of a separation of distance and circumstances from his father, I have to some extent acted in lieu of his parents.

Nielsen is twenty-one years of age, of excellent physical build and appearance, of agreeable and open disposition, of superior intellect, a capable public speaker of assured bearing, a practical man rather than a scholar. Mr. Parker, the Headmaster of Mount Allison Academy, Professor Crawford, the Head of our Mathematics Department, and Mr. Pratt, a lecturer in our Economics Department, concur in my opinion on Nielsen. I have read these three men my estimate and have their permission to use their names.

I sincerely hope that you will find it possible to place this man for the Summer. I believe he will give you excellent satisfaction.

Two other Mount Allison men, Mr. John D. Allen and Mr. Allison B. Connell, have asked me to recommend them to you. I have known Mr. Allen for nine years. He was a pupil in the Saint John High School from 1940-1943 when I taught there. He served for 39 months in the R.C.A.F. and then for one year with the German Section of the British Foreign Office. He is working toward a B.A. degree with the object of teaching English. Allen is a mature and disciplined man. Mr. Connell has been known to me only since his registration in one of my classes in September, 1948. He is a quiet, scholarly man of pleasant personality.

- over -

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MOUNT ALLISON UNIVERSITY
SACKVILLE, NEW BRUNSWICK

Mr. Bernard Neary - page two.

I believe all three of these men to be of excellent moral character.

Yours truly,

Allan MacBeth

Allan MacBeth,
Department of French.
Dean of Residence Lodge

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2459

20 Winston Grove,
Toronto 13, Ont.,
17 March 1949.

Mr. B. F. Neary,
Education Section,
Indian Affairs Branch,
Dept. of Mines and Resources,
Ottawa, Ont.

Dear Mr. Neary:-

I have spoken to Dr. G. G. Brown, Associate Professor of the University of Toronto, with regard to summer employment involving psychological or sociological interest and he recommended that I apply to you for such employment. I understand that you are looking for two or three men to teach school to Indians in the James Bay area. I have spoken to J. J. Bond who is an applicant for such work and he gave me your address.

To give you some details with regard to myself:-

1. I am 23 years old
2. I spent 4 years in the Canadian Armoured Corps as a Lieut
3. I will graduate from the Pass course in Arts this year and will proceed next Fall to Postgraduate work in Psychology.
4. I am 6 feet tall and weigh 190 lbs.
5. I am interested in the welfare of the Indians in Canada an am keen to assist them in improving their status and living conditions.

I sincerely hope that you will consider me for this work and hope to hear from you in this regard.

Yours very truly,

John L. Howe

(John L. Howe)

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CANADA

Indian Affairs. (RG 10, Volume 6002, File 1-1-15, part 1)
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1-1-15

Box 718, Sackville, N.B.,
March 19, 1949.

Mr. Bernard Neary,
Superintendent of Education, 2852
Branch of Indian Affairs,
Ottawa, Canada.

Dear Sir:

I would like to apply for a teaching position in the Branch of Indian affairs for this coming summer. I would be free to teach from May 17 to September 18.

I am attending Mount Allison University and expect to receive my B.A. degree this May. I am majoring in History and minoring in English. I intend to enter the teaching profession and shall be taking my Bachelor of Education work at this University next year. I might mention that this year I am taking a course in Educational Psychology in which I obtained "A" standing at the Mid-Year examination.

In the line of handicrafts I have taken a course in Clay Modelling at the School of Applied Arts of this University. Also I have had considerable experience in making and operating Marionette puppets. In the last two years I have assisted in the presentation of Marionette shows to the children of the combined Public Schools of Truro, Amherst and Sackville under the sponsorship of the Home and School Clubs. I have had musical experience playing trumpet and cello in bands and orchestras in Regina and Sackville.

I am enclosing a reference from my Professor of Education, Dr. Southam, Head of the Education Department. I could also refer you to Mr. Howard L. Trueman, Ottawa, who is Director of Personnel, Department of Agriculture.

Yours truly,

William J. Sloan

William J. Sloan

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CANADA

MOUNT ALLISON UNIVERSITY
SACKVILLE, NEW BRUNSWICK

Mr. Bernard Neary,
Superintendent of Education,
Indian Affairs Branch,
Department of Mines and Resources,
Ottawa, Canada.

Re: Application of
Mr. William J. Sloan

Indian Affairs. (RG 10, Volume 6002, File 1-1-13, part 1)
School Files

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CANADA

MOUNT ALLISON UNIVERSITY
SACKVILLE, NEW BRUNSWICK

March 19, 1949.

Mr. Bernard Neary,
Superintendent of Education,
Indian Affairs Branch,
Department of Mines and Resources,
Ottawa, Canada.

Dear Mr. Neary:

I understand that Mr. William J. Sloan, one of our students at Mount Allison, is applying to your Branch for a teaching position in an Indian School during the summer this year.

Mr. Sloan has been attending my class during the present Session in Educational Psychology in preparation for post-graduate work in Education next year leading to his B.Ed. degree. I am pleased to inform you that he is a serious, hard working student, keenly interested in his Senior Year courses, and doing work of a very satisfactory calibre. He impresses me as being a young man of more than average ability, with plenty of initiative, and possessed of sound purpose in undertaking a career of community service through the medium of teaching.

It it with satisfaction and without hesitation that I recommend him for serious consideration for appointments such as you have in mind. Mr. Sloan's qualities of personality, academic background, and previous work experience give promise of success in his chosen occupation. I trust his application will receive a favourable review.

Very sincerely yours,

Harold D. Southam

Harold D. Southam

Head, Department of Education and
Director, Department of Extension Studies.

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CANADA

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1-1-1. (_)

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Ri.ht ..... .J. ... ..., ...,
...re.. l.. f ...o... ,
Bisho s ..., ...m. ... ,
Jon... ..., (... io.

re: Fr. ... ...

Dear ...i... ...l on:

... n C ...k is r... ...in to tow... ...s or t...y or tomor..., n... I will ... ... with ...r. all the schools menti... ... ...r let...r. I ... ...sed to note that you ... ...el...r. ... ... will ... ...otiat... ...ter for ...e of ... ...ols ... ...iocese.

I ... ...orre... ...on e...ce with Fr. ..., ...ould ...ve received a ...eque ... ..., ...

1-1-15

Trueman House,
Mt. Allison University,
Sackville, N.B.,

22nd of March, 1949.

Mr. Bernard F. Neary,
Superintendent of Education,
Indian Affairs Branch,
Department of Mines & Resources,
Ottawa, Ontario.

3580

Dear Sir:

I have reason to believe that in my application for a position in one of your seasonal schools, I have neglected to include the names of people who might be of some value to you as references. These are Rev. H. J. Best, Woodstock, N.B. and Mr. C.M.G. Arthurs, Woodstock, N.B. The latter is the principal of the high school which I attended.

If there is any possibility of two teachers being sent to the same location, I am very anxious to be placed with John D. Allen, who I believe has also applied.

I should also like to state that it is my intention to pursue teaching as a life occupation.

If you do not feel that I am qualified for teaching this summer in one of your schools, may I be notified as soon as possible, please, so that I can make other arrangements for summer employment.

Respectfully yours,

Allison B. Connell

(Allison B. Connell)

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393-1
(E)

March 25, 1949.

Reverend George Dorey, D.D.,
Secretary, Board of Home Missions,
United Church of Canada,
299 Queen Street West,
Toronto 2B, Ontario.

Gibson Indian Day School.

Dear Doctor Dorey:

I have for answer your letters of March 17 and 22, concerning the appointment of a teacher at the above school. I note that Mr. Shaver will be available about the middle of May. Unfortunately, he is now 68 years of age and it would be rather difficult to add him to our payroll. As you are probably aware, our Retirement age is 65. If you think that the Indians would attend during the summer holidays, we might be able to interest a university student in teaching this school for May, June, July and August. I have a number of applications on hand from university students who, I feel, would prove quite satisfactory. I will list some of their names and addresses for you and you will note that I have selected only the male students:

1. G. H. Brown, age 38, C.E., 6 years' service, Royal Canadian Navy, second year student, University of Toronto.
   Address - 27 Linden Street, Toronto, Ont.

2. J. J. Bond, age 31, Royal Navy service, under-graduate student in Anthropology, University of Toronto.
   Address: 150 Keewatin Ave., Toronto, Ont.

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POOR COPY

3. John L. Howe, age 26, 4 years Canadian Armoured Corps, graduating in Arts this year, University of Toronto. Address: 20 Winston Grove, Toronto 18, Ont.

I also have the names of several students attending Mt. Allison University, Sackville, New Brunswick.

If you can arrange to interview any of the above students and find them suitable, please let me know and I will advise you the salary which we can allow.

Yours sincerely,

Bernard T. Neary,
Superintendent of Education.

BTN/ca

Copy sent to Mr. S. LEVLIN

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POOR COPY

LES MISSIONNAIRES OBLATS DE MARIE IMMACULÉE

DESSERTE-MISSION ST-GABRIEL-LALEMANT

SANMAUR
CO. LAVIOLETTE, P.Q.

1-1-1-c

4383

Sanmaur, march 24, 1949.

To Mr. Bernard F. Neary, Supt. of Indian Education;-

Dear sir;-

This morning, I receive your letter of march 21, inquiring of the teachers for season 1949.

I have been in correspondance with the said teachers last year and I took some time before to have their answers, as few were working away from their little town or village.

But now, recently, I have in hands their answer of each six teachers for the three said missions. And their answer is that they will come again.

So here are again their names:

1- For Weymontachingue:
Miss Carmen Trépanier. 1099 St Roch, Trois-Rivières
Miss Marie-Marthe Roberge, St Stanislas, P.Q.

2- For Manawan:
Miss Ursule Bordeleau, Broulxville, Que.
Miss Lucille Francoeur, " " "

3- For Obedjiwan:
Miss Antonine Bordeleau, Proulxville, Que.
Miss Clémence Lafontaine, " " "

Your all devoted,

Ml. Meilleur, o.m.i. dir.
Sanmaur, Que.

L. Meilleur, o.m.i.

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Indian Affairs. (RG 10, Volume 6002, File 1-1-15, part 1)
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A. S. McBeath
Queen's University
Kingston, Ont.
June 24, 1949.

Dept. of Mines & Resources
- Re Indian Affairs
Ottawa

2082

Dear Sirs,

I wish to obtain some information regarding Indian affairs. It has come to my attention that your department engages university undergraduate for summer employment in teaching of Indians. I am at present taking my undergraduate course at Queen's University in preparation for work in the field of education and would appreciate it if you could inform me if there would be any employment in this connection for the coming summer in the western Provinces particularly British Columbia. I will have completed three years towards an honours B.A. this spring. If there is such work for the coming summer you might inform me of the qualification necessary and any other relevant details.

Yours truly,
A.S. McBeath

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POOR
COPY

1-1-12

334

47 Elleralie ave.
Willowdale Ont.
March 26th 1949.

Mr. Bernard Neary,
Director of Indian Education,
Ottawa Ontario.

611

Dear Sir:

A short time ago I had the pleasure of attending a lecture given in Toronto by Mr. A. Walsh of your department. Mr. Walsh lectured in graphic detail the nature of the work which you and your staff are doing for the benifit of our Indian population.

During the war I had the opportunity of living with primitive peoples in the Pacific and the Panama region. Last summer I spent four months in the Steep Rock area north of Port Arthur as a labourer teacher for Frontier College and while engaged in that capacity I had the opportunity of personal contact with the Indians Of that region

During a dinner conversation after the lecture Imentioned the above facts and Mr. Walsh was kind enough to suggest that your department might find a use for my services for a few months in the summer.

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The opportunity to work in the field with the Indian would give the practical knowlege necessary to understand the conditions and requisits of these people and would be invaluable in my later years as a lawyer.

Mr. Walsh said he would speak to you on my behalf but I decided to write to you to indicate my sincerity in this matter. Any information you can give me will be very much appreciated.

Yours faithfully,

Gordon W Thomson

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POOR COPY

1-1-3 (S)

, March 30, 1949.

r. .C. ! eath,
ueen's Universit ,
in ston, Ontario.

e r r. !eath:

I have for answer your letter of !arch 24 concerni
t e teac in positions o,en in our Indian seasonal schools.

I am at ching one of our application forms w ich I
would like to ave you complete and return here.

We have had a lar e num er of applicants this year
for v.cancies in these schools, and, at the present time,
they are practically all filled. owever, I will be glad
to ave your application on file in the event that a
v.cancy suddenly occurs.

i..cerely yours,

ernard F. erry,
uperinten ent of Education.

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Indian Affairs. (RG 10, Volume 6002, File 1-1-1S, part 1)
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1-1-15 ( )

, April 4, [illegible].

Right Reverend R.J. Renison, D.D.,
Lord Bishop of Moosonee,
[illegible],
Cochrane, Ontario.

Dear Bishop Renison:

Further to my letter of March 25, I wish to advise that I have received a large number of applications for Residential schools, some of which might be of interest to you. The following students have applied:-

1. C.H. Brown, age 28, C.O., 6 years' service, Royal Canadian Navy, second year student, University of Toronto.
Address - 47 Linden St., Toronto, Ont.

2. J.J. Boyd - age 31, Royal Navy Service, undergraduate student in Anthropology, University of Toronto.
Address - 150 Bernatin Ave., Toronto, Ont.

3. John L. Howe - age 28, 4 years Canadian Armoured Corps, graduating in arts this year, University of Toronto.
Address - 20 Euston Grove, Toronto 1, Ont.

4. J.C. Arnold - age 27, C.O., 6 years Canadian Navy, third year student Carleton [illegible].
Address - 229 Frank St., Ottawa, Ont.

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Indian Affairs. (RG 10, Volume 6032, File 1-1-15, part 1)
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5. ..B. Connell, ..e 18, C..., first year student, ..ount Allison, ..ckville, N.B.
..dress - ..ckville, N.B.

6. J.D. Allen, ..e 2..., R.C.A.F. veteran, first ..r student, ..ount Allison.
..dress - Truman House, ..ount Allis.. - ..ckville, N.B.

7. G.J. Thomson, (I am writing to him for further details. He has had experience as a labourer teacher for Frontier Colleges and should be a good prospect.)

You will note that I have marked Mr. Arnold's name with an asterisk. I have personally interviewed him and feel that he would be a success in our work. He is presently working part time for C.C.F. and has a very good letter of reference from that organization. He is more than prepared to go to an isolated post. I have also had a letter from Mr. Stephenson in which that he is quite prepared to teach again at Aklavik. It is quite possible that he and Mr. Arnold would make a good team at Aklavik.

Another good prospect would seem to be Mr. G.J. Thomson. During the war he was marooned in the South Pacific and spent some time living with the natives there. He has also had some experience in teaching for Frontier College.

Sincerely yours,

Bernard F. Neary,
Superintendent of Education.

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1-1-15 (3)

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Indian Affairs. (RG 10, Volume 6002, File 1-1-1S, part 1)
School Files

1-1-3( )

, April , 1949.

Dr. [illegible],
[illegible],
[illegible] University,
[illegible], P.Q.

Dear Dr. Caswell:

I have for acknowledgment your letter of [illegible] and wish to assure you that we are very much interested in the welfare of our veterans, but [illegible] no information.

Upon receipt of your letter, we immediately wrote to the various provincial authorities requesting their co-operation in locating the veterans in question. In fact, some of the provincial authorities have already begun returning to us the questionnaires which we sent to them.

You can also be assured that we are keeping ourselves and the veterans informed with reference to overseas veterans. If you do not hear from me within the next week, it will mean that all positions have been filled.

Sincerely yours,

[illegible],
Superintendent of Education.

/..

POOR COPY

1-1-3 (3)

, April 4, 1949.

Mr. William J. Bloom,
Box 718, Shelburne, N.S.

Dear Mr. Bloom:

I have for answer your letter of March 19, and I have mentioned your name to two of our Indian Superintendents in the hope that a suitable vacancy would occur.

Unfortunately for you, most of the teachers who were with us last year have again indicated their intention of teaching this summer. As a result, we simply do not have the vacancies that we had anticipated. Would you please, however, complete the attached application form and return it here.

Sincerely yours,

Bernard F. Neary,
Superintendent of Education.

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1-1-7 ( )

, April 4, 1949.

Mr. John L. Howe,
20 Alnaton Grove,
Toronto 13, Ont.

Dear Mr. Howe:

I have for answer your letter of March 17 and have mentioned your name to two of our Indian Superintendents in the hope that a suitable vacancy would occur.

Unfortunately for you, most of the teachers who were with us last year have indicated their intention of teaching again this summer. As a result, we simply do not have the vacancies that we had anticipated. Would you please, however, complete the attached application form and return it here.

Sincerely yours,

Bernard F. Neary,
Superintendent of Education.

rr/

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1-1-3 (6)

, April 4, 1949.

Mr. Kenneth Morrison,
114 Prince St.,
Halifax, N.S.

Dear Mr. Morrison:

I have for answer your letter of March 15 and have mentioned your name to two of our Indian superintendents in the hope that a suitable vacancy would occur.

Unfortunately for you, most of the teachers who were with us last year have indicated their intention of teaching again this summer. As a result, we simply do not have the vacancies that we had anticipated. Would you please, however, complete the attached application form and return it here.

Sincerely yours,

Bernard F. Neary,
Superintendent of Education.

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, April , 1[illegible].

[illegible]. [illegible] n,
[illegible],
[illegible] liam[illegible]ity,
[illegible]ville, [illegible].

[illegible]. Allen:

I have for [illegible] your l[illegible] of March 15 [illegible] have placed your name with our list [illegible] applicants.

[illegible] overseas veteran you will, naturally, have a priority over your [illegible]. [illegible] ly, [illegible] of and [illegible] the [illegible] of vacancies [illegible] our [illegible] schools [illegible] have had [illegible] ted. [illegible] the [illegible] ivery [illegible] students [illegible] we [illegible] our have [illegible] in [illegible] [illegible] application to [illegible] their schools. [illegible] There [illegible] practically all [illegible] veterans of Air [illegible] are early [illegible] have already [illegible] one year of experience, [illegible] can [illegible] recommend [illegible] the [illegible] that we are anxious to [illegible] them in. [illegible] [illegible], however, [illegible] [illegible] the attached [illegible] form [illegible] and return it here.

[illegible]rly yours,

[illegible] F. Neary,
[illegible]perintendent of [illegible]ion.

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, [illegible], [illegible]

Dr. [illegible],
[illegible],
Mount [illegible] University,
[illegible] ville, [illegible].

Dear [illegible]:

I [illegible] your letter of [illegible] and [illegible] the material of the questionnaire [illegible] section [illegible] pupils [illegible] you recommend. To date, however, all publications [illegible] out of [illegible] from [illegible] and [illegible] last [illegible] fill [illegible] it. [illegible] in.

[illegible] there [illegible] over [illegible] [illegible] in [illegible] many years of [illegible] service, you can [illegible] that [illegible] to secure [illegible] in. However, I [illegible] in [illegible] publication [illegible] I would like to [illegible] what [illegible] could [illegible] in [illegible] would [illegible]. I have [illegible]. [illegible]. I feel [illegible]. I would [illegible] to [illegible] into one of [illegible] selected [illegible]. I have [illegible] in [illegible] at least [illegible] of [illegible].

I [illegible] [illegible] you in [illegible] publication of [illegible] [illegible].

[illegible] yours,

[illegible] F. [illegible],
[illegible] of Education.

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1-1-1[illegible] (E)

, April 5, 1949.

Dear Sir:

I have for answer your letter of March 16th.

I have already forwarded an application form to be completed by you to Professor MacBeth.

Sincerely yours,

Bernard F. Neary,
Supt. of Indian Education.

Mr. R. Nielsen,
Allison Lodge,
Mount Allison,
Sackville, N.B.,

BFN/IM

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Indian Affairs. (RG 10, Volume 6002, File 1-1-15, part 1)
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DIOCESE OF MOOSONEE

RT. REV. ROBERT J. RENISON, M.A., D.D.
[redacted]
TELEPHONE - TIMMINS 763 W
TELEGRAMS - RENISON, TIMMINS

BISHOPSTOPE
PORCUPINE HIGHWAY
SCHUMACHER, ONT.

April 2nd. 1949.

Col. D. J. Neary,
Superintendent of Education,
Department of Mines and Resources,
Indian Affairs Branch,
Ottawa, Ontario.

6888

Dear Col. Neary,-

I wish to thank you for the interest you have taken in the various Summer Missions, to which we hope to send teachers, this year.

I will especially refer to your letter of March 30th.

There are seven missions in all, for two of them, you have authorized two teachers each. This makes nine men in all.

First of all, as to the choice of men. It is difficult to bring back the same men every year. Students change their plans; some of them are more successful than others, and there is no doubt, that a man is more efficient, in his second year, at the same place.

I have secured two men from St. John's College, Winnipeg, whom I would like to send to the Makina District, for two reasons. It is only two or three hundred miles to Winnipeg, and Manitoba University closes about the first of May, which gives the men a longer period.

I would have no objection to your dealing directly with the men, before they go into the field. The trouble is, that the Department so far has not paid any travelling expenses, and most of the men have to travel by plane, for at least part of the journey, therefore, the financing of the students has always been a worry, because the men expect to receive their whole travelling expenses besides their upkeep at the missions; in other words, they want take home pay.

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DIOCESE OF MOOSONEE

RT. REV. ROBERT J. RENISON, M.A., D.D.
BISHOP
TELEPHONE - TIMMINS 783 W
TELEGRAMS - RENISON, TIMMINS

BISHOPSTOPE
PORCUPINE HIGHWAY
SCHUMACHER, ONT.

we have to explain to the men, that their salary is supposed to cover their whole transaction. If it could be arranged, I would much prefer that they should be paid direct by the department. As a matter of fact, we always have to pay some balance, at the end of the summer.

Mr. Higginson did a good job last Summer at Mistassini, but he did not understand our system, as he was paid directly by you, and we advanced his travelling expenses.

I talked this matter over with Mr. Hoey, a couple of years ago, and he suggested, that the students should be paid from the time they left home, until they returned, to help cover their travelling expenses. I think that this is not an unfair arrangement.

Mr. B. P. Belyea, who lives in New Brunswick, would like to have one of the schools in the Sioux Lookout District, but this would mean travelling nearly a thousand miles more, than if he went to Listassini, but I do think, that it would be an admirable thing, if each man received his instructions from the department, and if his school supplies were sent in, a long time before the school opened.

Would you like me to order supplies for the various schools and send the list to the department, or is that done automatically, in Ottawa.

The following men will return this year:-

Mr. Ross
Mr. Bridle and Mr. Higginson, if you would like him to go, as one of the teachers for Mistassini.

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DIOCESE OF MOOSONEE

RT. REV. ROBERT J. RENISON, M.A., D.D.
BISHOP
TELEPHONE - TIMMINS 783 W
TELEGRAMS - RENISON, TIMMINS

BISHOPSTOPE
PORCUPINE HIGHWAY
SCHUMACHER, ONT.

Col. D. J. Meury - H.

At present, I have two volunteers from Winnipeg, two from Huron College and two from Trinity College, Toronto.

This letter is written in general terms, but I would like to have your ideas, before proceeding any further.

I would be glad, if you would send me any particular names of men, who would be useful.

I wish it were possible for the Ontario Government, to co-operate with the Indian Department, in the matter of a four-roomed Day School, which would serve the population on Moose Factory Island.

I still think, it would be a good thing, if you could send one of your men with me this Summer, to see the picture of our Indian work.

I hope to visit, between five and six thousand Indians, in five or six weeks.

Yours faithfully,

Robert J Renison
Bishop of Moosonee

/dw/ L.

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Indian Affairs. (RG 10, Volume 6002, File 1-1-13, part 1)
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APPLICATION FOR EMPLOYMENT IN INDIAN DAY SCHOOLS

I. PERSONAL QUALIFICATIONS

Name in full (please print) SLOAN (Surname) WILLIAM JAMES (Christian Names)

Date of Birth Nov. 11, 1927. Place of Birth Regina, Sask.
Sex Male Religious Denomination United Church Health Good
Canadian Citizen Yes Service in H.M. Forces None

II. PROFESSIONAL & ACADEMIC QUALIFICATIONS

I attended high school at Regina in the Province of Saskatchewan and received a Senior Matriculation Certificate after successfully completing four years of high school. I then attended Mount Allison University for a period of three years and received a ..... degree (only where applicable; give other details of additional education on back).

I attended a Teacher Training Course at ....., Normal School in the Province of ..... for ..... months in the years .....

I hold a ..... Class Teacher's Certificate of a ..... (temporary or permandne) nature in the Province of ..... It is numbered ..... dated ..... and is valid until .....

III. TEACHING EXPERIENCE

	Dates	Name of School	Town and Province	Total Years
1.	.....	.....	.....	None
2.	.....	.....	.....	.....
3.	.....	.....	.....	.....
4.	.....	.....	.....	.....
5.	.....	.....	.....	.....

(use other side for more detail)

My total teaching experience is .nil..... years in Indian Schools and ....nil..... years in Provincial Schools.

IV. SUMMER SCHOOLS - In order to qualify for salary increments as shown in the schedule, I certify that I have attended the following professional summer schools conducted by Provincial Departments of Education or Canadian Universities for a duration of four weeks or more in length:

	Year	Course taken	By whom course was conducted	Length of Course in weeks
1.	.....	.....	.....	None.
2.	.....	.....	.....	.....
3.	.....	.....	.....	.....

V. SPECIAL QUALIFICATIONS

List any special qualifications you have for Indian work .....
Experience in ... clay modelling, carpentry and manual training and arts & crafts.....

VI. REFERENCES and INSPECTOR'S REPORTS

Please attach copies of references and your latest Inspector's Report (if any).

VII. I therefore request, in view of my qualifications and experience as detailed above, that I be classified as a Grade ..... teacher and that my salary as a teacher in the ..... Indian Day School for the 1948-49 academic year be set at $..... according to the salary schedule.

I understand (i) that all salary increases are clearly described in the schedule regulations as for "satisfactory service", (ii) that therefore it will be necessary for the Indian Affairs Branch to carefully consider School Inspectors' and other reports submitted upon my teaching service. (Note: Details of our salary schedule are available in all Indian Agency offices. If the application is sent in with part of Section VII left blank we will inform you of the salary you would receive in our service).

April 4, 1949. (date)

W. J. Sloan (Signature)
Box 718, (Address)
Nemaiah Valley

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I expect to obtain my B. A. degree in May, 1949.

I enclosed my reference in my preceding letter of March 19 — file 1-1-S(E)

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File 1-1-S (E)

7999

Box 718, Sackville, N.B.,
April 6, 1949.

Mr.Bernard F. Neary,
Superintendent of Education,
Indian Affairs Branch,
Department of Mines and Resources,
Ottawa, Canada.

Dear Mr.Neary:

I received to-day your letter of April 4, and I appreciate very much your giving my name to two of the Indian Superintendents.

I am enclosing the completed application form for employment in the Indian Schools which you sent me in your letter.

Yours sincerely,

William J. Sloan

William J.Sloan

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Indian Affairs. (RG 10, Volume 6002, File 1-1-1S, part 1)
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1-1-15

10 Yarrow Rd.,
Toronto, 9, Ont.,
7 Apr. 1948

8000

Indian Affairs Branch,
Dept. of Mines and Resources,
Ottawa, Ont.

Dear Sir:

Dr. W. Harron Grant, of the University of Toronto, informed me that there might be a chance of doing some field work with your department as a teacher attached to one of the Indian schools during the summer. I realize that this request is rather late but if there is a position still open I would welcome the opportunity to work with any school in any capacity my qualifications would allow.

I am a student of anthropology at the University of Toronto and both Dr. Grant and Professor T. F. McIlwraith, another professor of anthropology this year have each spoken to me within recess to send their recommendations concerning my ability.

Four and one half years were spent overseas, in England, France and the North-West Europe theatre. Most of my service was spent as a stretcher-bearer and ambulance orderly with the 7th Fd. Amb. R.C.A.M.C. but during the last year I was educational sergeant with the unit. The experience gained both in teaching that unit and developing educational projects would probably be of some use.

Thank you very much for your consideration of this application.

Yours very truly

Peter G Walmsley

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1-1-15 (E)

, April 12, 1949.

Dear Sir:

Unfortunately we have received so many applications this year for seasonal schools that I am unable to make any promises for further vacancies.

However, I am sending you an application form for our files here.

Sincerely yours,

Bernard F. Neary,
Supt. of Indian Education.

Mr. P.Y. Walmsley,
20 Yarrow Road,
Toronto 9, Ontario.

Encl

BFN/HM

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1-1-1 x

University of Toronto
TORONTO 5, CANADA

DEPARTMENT OF ANTHROPOLOGY

9161

Gordon Brown

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DIOCESE OF MOOSONEE

RT. REV. ROBERT J. RENISON, M.A., D.D.
BISHOP
TELEPHONE - TIMMINS 783 W
TELEGRAMS - RENISON, TIMMINS

BISHOPSTOPE
PORCUPINE HIGHWAY
SCHUMACHER, ONT.

Col. Bernard F. Neary - 3.

From the names that you have sent me, I have chosen two. Mr. Belyea seems a good man and very interested, but he wants to go to the West, where he has worked before, near Sioux Lookout. That is quite near Pickle, where we will need a new man this year. The student should give his whole time, to the school. Mr. Bridle can get him started. The only difficulty is, that it is a long way from New Brunswick, however, I am wiring him. The other man, Mr. J. K. Arnold of Ottawa, you have already seen. I would be very glad to have him join up with Stephenson, at Waswanipi.

Would you be good enough to give me the information indicated in my questions?

I am sorry to trouble you, but both the church and the department are interested in the Indians, and I am most anxious, that we should continue to work together, perhaps more efficiently, than in the past.

As soon as I hear from you, I will send you a complete list, and write to each man definitely.

Yours faithfully,
Robert J. Renison
Bishop

RJR/L.

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DIOCESE OF MOOSONEE

RT. REV. ROBERT J. RENISON, M.A., D.D.
BISHOP
TELEPHONE - TIMMINS 753 W
TELEGRAMS - RENISON, TIMMINS

BISHOPSTOPE
PORCUPINE HIGHWAY
SCHUMACHER, ONT.

Col. Bernard F. Neary - 2.

We have to send the students advance money, and make arrangements for their board and housing. All this requires some diplomacy and local knowledge. For that reason, in the past, we have had to consider where men lived, before appointing them to any mission.

I have promised to take two men from Winnipeg, for work in the West. Two men from Huron; one of them Ross, who was at Fort Hope, last year.

I am glad to know, that Stephenson wrote to you, about Waswanipi. I will be glad, to have him there, if he will go.

I expect to be home, from Toronto, next Monday, after seeing several men down there.

I would like you to give me the following information:

1. How much will the Government pay each man for the Summer?

2. Is there any payment for travelling expenses? Several of them have to fly.

3. Does the salary include board and lodging?

4. Am I to understand, that you wish to pay each man, individually, and relieve the Diocese of the responsibility of making arrangements for travelling expenses. The reason I mention this, is, that in the past, we have had to finance each man through the Summer, and wait, until the Fall, and sometimes, until the end of the year, before being reimbursed. I simply mension this, so as to clear up possible difficulties.

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1-1-15

DIOCESE OF MOOSONEE

11083

RT. REV. ROBERT J. RENISON, M.A., D.D.
BISHOP
TELEPHONE - TIMMINS 783 W
TELEGRAME - RENISON, TIMMINS

BISHOPSTOPE
PORCUPINE HIGHWAY
SCHUMACHER, ONT.

April 19th. 1949.

Col. Bernard F. Neary,
Superintendent of Education,
Department of Mines & Resources,
Indian Affairs Branch,
Ottawa, Ontario.

Dear Col. Neary,-

I have just returned from a long trip to the West.

I have seen W. H. Thompson at Calstock, where he has done a good work. He is very active and devoted to the Indians, but I think his chief interest is in their religious and social welfare. I am going to ordain him Deacon, on May 15th, and will probably place him, for awhile, at another place. He would have stayed, however, at Calstock, if you had not made other arrangements.

By the way, I would like sometime, to talk to you, about the situation, as between Pagwa and Calstock. You probably know something of its history. All the people, at both places, come from the Albany River on James Bay. What is happening is, that, most of the independent and young people are staying at Pagwa, while the old and dependent people have gone to Calstock, where they find it easier to get relief and Government Help. It seems a pity. I think I could help you, to unify the band. Perhaps, we can discuss it sometime.

Now with regard to the Summer Students. As you know, in the past, the Government has taken no responsibility, for travelling expenses, and we have had to consider, the cost of travelling, and also, we have to tell the students, beforehand, how much "take-home" money, they will have at the end of the year.

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1-1-3 (E)

, April 22, 1949.

Right Reverend R.J. Renison, D.D.,
Lord Bishop of Moosonee,
Bishopstope, Porcupine Highway,
Schumacher, Ontario.

Dear Bishop Renison:

I have for answer your letter of April 2. This will have crossed mine in which I mentioned the names of a few students who might be interested in these positions.

We will try to arrange the pay of these students as you suggest and hope that this will settle the matter of transportation. When I receive from you the various nominees for the schools, I will write immediately advising the salary which we can offer.

Regarding supplies, most of these have already been sent in, and reserves are held by Mr. Swartman at Sioux Lookout and Mr. Lariviere at Amos.

I have noted your comments concerning Moose Factory Island. I will be going to Toronto for April 18, 19 and 20 and will try to see the Provincial Department of Education concerning your recommendations. I had a similar discussion recently with Mr. Watters concerning this point.

Sincerely yours,

Bernard F. Neary,
Superintendent of Indian Education.

BFN/...

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Indian Affairs. (RG 10, Volume 6002, File 1-1-15, part 1)
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1-1-3 (E)

, May 4, 1949.

Mr. C.V. Smith,
Trueman House,
Mt. Allison University,
Sackville, N.B.

Dear Mr. Smith:

I have for answer your letter of April 13 and was pleased to note your interest in one of our seasonal schools. Unfortunately, we have had so many applicants this year that I can not give you much hope for employment.

The word of these vacancies seems to have reached every university in Canada, and as a result, we have had a most encouraging response in the form of applicants.

Please find attached one of our application forms which I would like to have you complete for our files in the event of a sudden vacancy occurring.

Sincerely yours,

Bernard F. Neary,
Superintendent of Education.

/.J'

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St. Peter's Seminary

London, Canada

1.1886

April 30, 1949.

Col. B. F. Neary,
Dept. of Mines and Resources,
Ottawa, Canada.

Dear Sir,

I would like to apply for a position to teach school during the summer vacation period. If there are any such positions open, I would prefer one not too far from London or from my home town, which is Sturgeon Falls.

I shall receive my B. A. degree in June from the University of Western Ontario. I could teach either in English or in French. For references, you may write to:

Mr. C. E. Watson, Sturgeon Falls, Ontario,

and to:

Rev. A. Vaillancourt, Sturgeon Falls, Ontario.

If you accept my application, would you please send me information as to the wages and opportunities of obtaining spare-time work.

Yours truly,

Gérard Vachon.

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Indian Affairs. (RG 10, Volume 6002, File 1-1-1S, part 1)
School Files

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1-1-18 (E)

, May 9, 1949.

Dear Sir:

I have for answer your letter of April 30th.

I regret that it is too late to place you in one of our seasonal schools. We have had many applicants this year, and all these positions are now filled.

Yours sincerely,

Bernard F. Neary,
Supt. of Indian Education.

Mr. Gerard Vachon,
St. Peter's Seminary,
London, Ontario.

MFT/HM

Indian Affairs. (RG 10, Volume 6002, File 1-1-18, part 1)
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LIST OF SUMMER STUDENTS RECOMMENDED TO THE INDIAN DEPARTMENT.

	Name	Address	Date Available	Post
1.	Philip Belyea	P.O. Box 44, SACKVILLE, N.B.	May 11th.	Pickle Crow.
2.	Robert Ross	Huron College, London, Ontario	May 21st.	Fort Hope
3.	Michael Hankinson	St. John's College, Winnipeg, Man.	May 1st	Lansdowne
4.	Charles Griggs	St. John's College Winnipeg, Man	May 1st	Collins
5.	Mr. J. Schaffter	Trinity College, Toronto. Ont.	June 1st	Mistassini
6.	Thomas H. Meikle	Trinity College Toronto. Ont	June 1st	Mistassini
7.	C. H. Brown	27 Linden Street Toronto. Ontario	June 1st	Waswanipi
8.	G. W. Thompson	47 Ellerslie Ave. Willowdale, Ontario	June 1st.	Waswanipi.

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1-1-12

DIOCESE OF MOOSONEE

RT. REV. ROBERT J. RENISON, M.A., D.D.
BISHOP
TELEPHONE - TIMMINS 783 W
TELEGRAMS - RENISON, TIMMINS

BISHOPSTOPE
PORCUPINE HIGHWAY
SCHUMACHER, ONT.

10457

May 20th.1949.

Colonel B. F. Neary
Superintendent of Indian Education,
Dept. of Mines and Resources,
Ottawa, Ontario

Dear Colonel Neary,

I have just returned from London and Toronto where I met some of the students who are going north. Scharfter and Meikle met me in Toronto and I have arranged for them to go to Montreal to meet the manager of the Mistassini Hudson's Bay Co. store. I have heard that the old Hudson's Bay house is still habitable and will give them shelter. I have authorized them to purchase whatever is necessary for their trip. Any house equipment the mission will pay for. Other things like personal luxuries they can pay for themselves. I have advanced each of them $100 and have given them an order on the Mont Laurier Aviation Co. at Roberval for return plane fare. They are both keen and competent and will leave earl, next week. I have also written to Mr. C. H. Brown and Mr. G. W. Thomson who live near Toronto and instructed them to travel to Senneterre. I have given them an order for a plane fare to Waswanapi. So far these are the only men for whom I have advanced money and I am sure that there will be no difficulty. I will either send the bills to you or have them pay me. I would much rather not have to take their cheques myself so that there will be no money transaction between us. If I have made any mistake in assuming that Mr. Brown has accepted you can let me know. I expect to begin my air journey about June 15th. at Central Patricia, going down the Albany River, visiting about 6 posts and then around James Bay from Atawapiscut to Whale River and perhaps the Belcher Island then I will go overland to Mistassini and Waswanapi, ending the journey at Val D'Or. It will be nearly 4,000 miles. I wish you could have sent one of your men with me, or come yourself.

Yours faithfully,
Robert Moosonee

Over.

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P.S. With regard to the letter which you received from Mr. Hankinson or Nakina. I prefer that the nominations should stand as they are. Archdeacon Clarke, who met him in Winnipeg, should not have told him ~~xx~~ where he was going. I know that you liked Robert Ross last year and he particularly wanted to go to the same place and that is why I sent him there. So as far as I am concerned all the nominations stand as they are.

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1-1-4 S

(E)

May 26, 1949.

Right Reverend H. J. Rentoul, D.D.,
Lord Bishop of Moosonee,
Bishopstope, Porcupine Highway,
Schumacher, Ontario.

Dear Bishop Rentoul:

I have for acknowledgment your letter of May 20 and appreciate the trouble to which you have gone in listing all the teachers.

I will arrange to send the first cheques for Messrs. Schaffter and Meikle in care of you, so that the necessary arrangements can be made concerning their salary cheques.

I regret very much that I will not be able to have Major Clark accompany you on your projected trip. We are having an educational survey made of the Abitibi superintendency and Mr. Bousset, Major Clark and a provincial school inspector will be visiting the various reserves of the Abitibi district in July. As for accompanying you myself, there is nothing I would like better, especially when I look at the pile of unanswered letters on my desk. However, someone has to be here to answer the letters and I am afraid that I am doomed to such a fate this summer. In conclusion, may I again thank you for your assistance in filling these seasonal schools this summer.

Sincerely yours,

Bernard F. Neary,
Superintendent of Education.

BFN/fm

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File 1-1-1x ( )

APPLICATION FOR EMPLOYMENT, RE CLASSIFICATION, OR SALARY REVISION AS AN INDIAN DAY SCHOOL TEACHER.

I. Name of School .....

II. PERSONAL QUALIFICATIONS: 7536

Name in full (please print)

.MR. McDIARMID GARNET LEO

(Mr. Mrs. Miss Rev.) (Surname) (Christian Name)

Date of Birth ..8 JAN 24..... Country of Birth ..CANADA.....

Sex .MALE..... Marital Status .M..... No. of Dependents ..0....

Religious Denomination .....PROT..... Health ...A.1.....

Canadian Citizenship .....C..... Racial Origin .SCOTCH.

III. PROFESSIONAL AND ACADEMIC QUALIFICATIONS: Service in H. M. Forces 3 yrs RCAF

I attended High School at ...WELLAND.....ONT..... in the Province of ...ONT..... for .3.. years and received a Grade ..... Certificate. I then attended DVA Rehab...and QUEEN'S University for a period of ..3.. years and received a ..1.....PASS..... ..BA... degree (only where applicable; give other details of additional education on back).

I attended a Teacher Training Course at ..... Normal School in the Province of ..... for ..... months in the years .....

I hold a ..... Class Teacher's Certificate of a ..... (temporary or permanent) nature in the Province of .... It is numbered ..... dated ..... and is valid until .....

IV. TEACHING EXPERIENCE:

Dates	Name of School	Town & Province	Total Years
1.	Baptist Sunday school only	in Welland	.....
2. Ontario - for	1 yr - 18 mos	1.1.38 - 9....	.....
3.	.....	.....	.....

(Please account for all teaching experience, use other side if additional space is necessary)

My total teaching experience is ..... years in Indian Schools and ..... years in Provincial Schools.

V. SUMMER SCHOOLS - In order to qualify for salary increments as shown in the schedule, I certify that I have attended the following professional summer schools, conducted by Provincial Departments of Education or Canadian Universities for a duration of four weeks or more in length:

Year	Course Taken	By Whom course was conducted	Length of Course in Weeks
1.	.....	.....	.....
2.	.....	.....	.....
3.	.....	.....	.....

VI. SPECIAL QUALIFICATIONS:

List any special qualifications you have for Indian work .....
..Enjoy sports & consider myself ad. handy..... .....

VII. REFERENCES AND INSPECTOR'S REPORTS

Please attach copies of references and your latest Inspector's Report (if any).

VIII. I therefore request, in view of my qualifications and experience as detailed above, that I be classified as a Grade ..... teacher and that my salary as a teacher in the ..... Indian Day School for the ..... year be set at $ ..... according to the salary schedule.

I understand (i) that all salary increases are clearly described in the schedule regulations as for "satisfactory service", (ii) that therefore it will be necessary for the Indian Affairs Branch to carefully consider School Inspectors' and other reports submitted upon my teaching service.
(Note: Details of our salary schedule are available in all Indian Agency offices. If the application is sent in with part of Section VIII left blank, we will inform you of the salary you would receive in our service).

G.L. McDiarmid — Signature

T.B. Applebam St. Dist — Address

25 Oct 49 — Date

(Education Division, Indian Affairs Branch, Department of Mines and Resources)

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Poor Copy

1-1-1 ( )

, October 1, 19 .

Mr. C.L. [illegible]id,
[illegible] St.,
Cin[illegible], Ontario.

Dear Mr. McClintock:

I have for a reply your letter of October 17 and note that you are primarily interested in a summer vacation position.

Therefore, I am sending you an application form which I would like to have completed and returned here for our files.

I would suggest that you write to us again in late January when we will be taking up the filling of some summer school vacancies.

Thanking you for your interst, I am,

Yours sincerely,

Bernard F. [illegible]y,
Superintendent of Education.

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Your file No. L-
1-1-1.

QUEEN'S UNIVERSITY
KINGSTON, ONT.
17-Oct-49.

Mr. Leonard F. Neary,
Sup't Indian Education,
Dept Mines and Resources,
Ottawa.

Dear Sir,

Your letter of October 14th to hand. You are quite correct in your assumption that I was writing concerning a teaching position next summer. I am sorry that I was not more explicit on this point. And, it is true that my wife would also like employment as a nurse.

May I stress once again, that we do not mind where we are asked to go, so long as we may go together.

Yours sincerely,
C. McDiarmid.

Indian Affairs. (RG 10, Volume 6002, File 1-1-1S, part 1)
School Files

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1/1-1X (E)

, October 14, 1949.

Dear Mr. McDiarmid:

I have for answer your letter of October 10th and am pleased to note your interest in our educational work with the Indians of Canada.

I presume from your letter that you are interested in a teaching position for the summer of 1950. I also note that your wife is a registered nurse and that you would both like to be employed.

If you would confirm the first fact particularly, I will be able to consult the Indian Health Services concerning employment for your wife.

Yours sincerely,

Bernard F. Neary,
Supt. of Indian Education.

Mr. G.L.McDiarmid,
48 Sydenham,St.,
Kingston, Ont.,

BFN/RM

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QUEEN'S UNIVERSITY
KINGSTON, ONT.
10-Oct-49.

1-1-17

3337

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School Files

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CANADA

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student veteran [redacted]
[illegible] I am married. My wife is a
nurse (R.N.) and also very keen on the thought
of this project. Checking I have indicated
that this is my last year on my present
course, I intend going to Osgoode Hall
[illegible]
[illegible] Philosophy,
[illegible] history; I have taught
in Sunday school, and at [illegible] have
two main hobbies: photography and
[illegible] keeping.
Neither my wife nor I mind
where we might be asked to go,
providing that we can both be
employed.

I hope that you will consider
this application.
Yours very truly
G. L. McDiarmid.
G. L. McDIARMID,
48 SYDENHAM ST.,
KINGSTON.

Indian Affairs. (RG 10, Volume 6002, File 1-1-1S, part 1)
School Files
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CANADA
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1-1-1 (c)

Sackville, N. B.,
Nov. 12, 1949.

1-1-1 t

Mr. Bernard F. Neary,
Superintendant of Education,
Indian Affairs Branch,
Dept. of Mines and Resources,
Ottawa, Canada.

11327

NOV 14 19
REGISTERED

Dear Sir:

Although you have found it impossible to accept my services during the past summer season, (r.e. file 1-1-1X), I wish to submit to your conciderations another application for 1950 seasonal employment as a teacher in one of your schools, preferably in northern Quebec or Ontario. Before that time I shall have completed the second year of my studies toward a Bachelor of Arts degree at Mount Allison University, and shall have attained the age of nineteen. May I add that it is my intention to pursue teaching as a life work. Already I have acquired a considerable knowledge of child psychology, not only through studies, but also as a result of two years of practical experience with the church.

My keenest desire is to practise this further during my university years, as I feel the experience thus gained would be invaluable in the future. Unfortunately, I am not a licensed teacher, and would seek your advice as to whether I ought to apply under this circumstance, and whether I should submit letters of reference from previous employers and my clergyman, etc. Yours sincerely,

Allison B. Connell Jr.

P.O. Box 244

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School Files

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1-1-1 S

(E)

2 December, 1949.

Mr. Allison B. Connell, Jr.,
Sackville, New Brunswick.
P. O. Box 244.

Dear Mr. Connell:

I have for answer your letter of November 12 and I am pleased to note your continued interest in one of our seasonal schools. I believe we may be able to place you this year and I would ask that you write me again during the latter part of March, 1950.

Sincerely yours,

Bernard F. Neary,
Superintendent of Education.

BFN/FM

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1-1-1 S

(E)

2 December, 1949.

Right Reverend R. J. Renison, D.D.,
Lord Bishop of Moosonee,
Bishopstope,
Porcupine Highway,
Schumacher, Ontario.

Dear Bishop Renison:

As you are aware, I am always on the search for suitable students for our seasonal schools. Last year I had a series of letters from Mr. Allison B. Connell, Jr., attending Mt. Allison University at Sackville, New Brunswick.

I felt he was a little too young (he was then 18 years of age) to try one of our schools but believe he might do at Mistassini or Waswanipi again this year.

I have just had another letter from him and he seems to be very keen on trying one of these schools He is now in his second year of an Arts degree and intends to go into teaching as a career. He is an Anglican, born at Sioux Lookout, Ontario, and his address is Post Office Box 244, Sackville, New Brunswick.

I thought possibly you might be able to make local enquiries concerning his suitability and check on his personal attributes.

I have also had applications from other students at Mount Allison, as follows:

(a) Cecil Smith, Trueman House, Mt. Allison University, Sackville, N.B.; age 34; Army Veteran; First Class teaching certificate with 4 years of experience.

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(b) W. J. Sloan, Box 718, Sackville, New Brunswick, age 22.

(c) Mr. R. Nielsen, Allison Lodge, Mount Allison, Sackville, New Brunswick.

(d) Mr. John D. Allen, Trueman House, Mount Allison University, Sackville, N. B.

Most of these applicants wrote in last year and apparently Mr. Allan MacBeth, one of their Professors, is keenly interested in placing them in seasonal schools.

With your connections, I thought you might be able to check on some of these students.

Sincerely yours,

Bernard F. Neary,
Superintendent of Education.

BFN/EM

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340 Frontenac St
Kingston, Ont
Jan 13/1913

3637

Enrolled

Indian Welfare Branch,
Department of Mines & Resources
120 Sussex St.,
Ottawa,
Ont

Attn Miss M. Levy
Supt. of Indian Education

Dear Sir,

I am writing in answer to your advertisement for ... for Indian children for the ... months.

I am 20 years of age and ... been a student in the second year of an Honours Mathematics ...

P. 2.

if you would reply as
soon as possible
[illegible]
would [illegible]

P.2

[illegible] in the Faculty of
[illegible] graduate comp
[illegible] to be a high school
[illegible]. For this reason I consider
[illegible] would lend the type of
employment you have to offer
[illegible], teaching.
However I would like to
[illegible] about the work I
[illegible] consider that I am capable.
For example would the
employment be in Ontario? Also
would it be in a rural district?
[illegible] mother has always lived
[illegible] a farm and I am
[illegible] accustomed to living
[illegible] country.
I would be very pleased

Indian Affairs. (RG 10, Volume 6002, File 1-1-1S, part 1)
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1-15 (E)

, January 17, 1950.

Mr. Ronald S. McKeown,
340 Frontenac St.,
Kingston, Ontario.

Dear Sir:

I have for answer your letter of January 13 and note your interest in one of our seasonal schools. No doubt you have been talking to Mr. McBeath and I presume he has given you details of these positions.

I attach one of our standard application forms which I would like to have you complete and return here so that we may get further details on your experience and qualifications.

Yours sincerely,

Bernard F. Neary,
Supt. of Indian Education.

BFN/M'cN

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QUEEN'S UNIVERSITY
KINGSTON ONT
16- JAN. 50

1202

Mr. B. Neary,
Sup't. Indian Education,
Indian Affairs Dep't.,
[Dep't. of Mines and Resources].

Dear sir,

I am writing this letter as per your directions in your last letter. You will no doubt recall that I requested employment in a teaching capacity, provided that my wife could also go along as a nurse.

Any further information in my application would be very much appreciated.

Yours very truly
G. L. McDiarmid
44 Sydenham St.,
Kingston.

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Indian Affairs. (RG 10, Volume 6032, File 1-1-13, part 1)
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1-12 e

#6

St. Stanislas 25 dec 1979

M. W Lemieux
Agent de Indiens
Amos.

Monsieur

Il y a quelque temps j'ai écrit au Rev. P'ie Meilleur pour une place chez les Indiens pour classe, et c'est pour lui que je viens m'adresser à vous.

Nous serions deux jeunes hommes qui désirions faire la classe chez les Indiens durant la belle saison de l'été. Je suis passé souvent dans vos places et je connais très bien la vie de ces gens. Nous pouvons faire la classe, la couture et la quilline et autre chose, ayant été en religion. Nous sommes des jeunes hommes sérieux, honnête et sobre. Pour ce qui est du tire nous demandons nos passages ou l'aller et un salaire pour

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COPY

être capable de servir.

Je vous envoie une copie de la lettre de référence.

St Stanislas.

Nous Curé, soussigné, certifions que Monsieur Paul Lacourière a obtenu son certificat au collège St Gabriel de notre paroisse avec grande distinction. Ce jeune homme a une conduite tout à fait exemplaire et appartient à une excellente famille je le recommande sans crainte pour la position qu'il sollicite.

J. T. Bellemare curé.

Je vous remercie et espérant recevoir une réponse favorable, je vous demeure.

Paul Lacourière
St. Stanislas.
Cté. Champlain.
P Q.

OUR FILE

U 168
YOUR FILE

CANADA

UNEMPLOYMENT INSURANCE COMMISSION

NATIONAL EMPLOYMENT SERVICE

634 Queen Street,
Fredericton, N. B.,
27 January 1950.

Indian Affairs Branch,
Department of Mines & Resources,
220 Queen Street,
Ottawa, Ontario.

Attn: Mr. B. F. Neary
Supt. of Indian Education

Gentlemen:

SHALL, David Thomas

I am forwarding an application for this University of New Brunswick graduate, May 1950, who wishes summer employment only due to an overseas scholarship commencing in October.

Would you please advise me as soon as convenient what his chances are and also if additional information is required.

Yours very truly,

For F. b. Gibson, Manager

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UNEMPLOYMENT INSURANCE COMMISSION

NATIONAL EMPLOYMENT SERVICE

EXECUTIVE AND PROFESSIONAL APPLICATION FOR EMPLOYMENT

IMPORTANT NOTICE

The completion of your "registration form" merits your most thoughtful attention. The form will represent you when you are not here to speak for yourself.

Your registration will at all times be treated confidentially. If you are at present employed, no reference will be made to your employer without consulting you.

This registration may be circulated to other offices of the N.E.S. and may be submitted to appropriate employers in an endeavour to find an opening suited to your abilities and qualifications. For that reason it is essential that the information you give be complete and comprehensive, but also as concise as possible. It is suggested that you study the complete form before writing any of your answers.

Supply recent photograph if possible--approximately 2¼ x 3¼--indicate on reverse, year taken.

Please note that this application will be cancelled after 30 days if not renewed by the applicant.

1. Place of Registration (E. & P. or Local Office) — Insurance Number: M127-767 — Application No: 9631

2. Name in full: SHADD (Print Last Name) DAVID THOMAS (Other Names)

3. Address (TEMPORARY) DOMINION EXP'L STN., FREDERICTON, N.B. (Number and Street or R.R. No. / City or Town / Prov.)

4. Telephone No.: Bus. — House 8893 Other — (Where You Can Be Reached)

5. Marital Status SINGLE

6. Height 5' Ft. 10½ Inches.

7. Weight 165.

8. No. of Dependents (include wife or husband) NIL

9. Date of Birth JUNE 21/21. Age 27.

10. Country of Birth CANADA

11. Citizenship CANADIAN

12. If Naturalized, Give Date of Naturalization —

13. How Long Resident in Canada LIFE

14. Education Record

Institution	Name and Place	Date of Entry	Date of Leaving	Degree or Diploma	Subjects Specialized in
Grade School	ST. CATHARINES (ONT.) PUBLIC SCHOOLS	SEPT/27.	JUNE/36.	GRADUATE	—
High School	ST. CATH. COLLEGIATE INST.	SEPT/36.	JUNE/41.	COMPLETED 2ND YEAR MATRICULATION	GENERAL ACADEMIC SUBJECTS
Commercial or Technical School	TRAINING & REHAB. INST. TORONTO.	JAN./46.	JUNE/46.	CERTIFICATE	.. .. ..
University	UNIV. OF NEW BRUNSWICK FREDERICTON, N.B.	SEPT/46.	WILL LEAVE MAY/50.	EXPECT B.A. (HONOURS) MAY	FRENCH & HISTORY
Post Graduate	INTEND TO CONTINUE POST GRAD FOLLOWING THIS SUMMER.				
Other Training (Mention scholarships or scholastic honours and acquired skills)	AWAIT CONFIRMATION FRENCH GOVT SCHOLARSHIP FOR FURTHER STUDY IN FRANCE - REASON; ONLY ELIGIBLE HONOURS STUDENT AT UNB.				

15. Membership in Professional Societies NIL.

16. Special Certificates, Licenses, etc. NIL

17. Registered with Bureau of Technical Personnel ..NO.. (Yes or No)

18. Can you conduct business efficiently in:
English ..YES.. (Yes or No) French READING ONLY. (Yes or No) Any other language READING KNOWLEDGE SPANISH (State Language)

19. Salary range desired FOR SUMMER, CONFIDENTIALITY IS MAIN FACTOR.

20. Year and make of car owned —

21. (a) Where Willing to Work ANYWHERE

(b) Where Prefer to Work IF IN CANADA, QUEBEC OR ONTARIO

(c) Willing to Travel YES (Yes or No)

(d) When Available JUNE 1/50. (Date)

22. Any Disability Affecting Employment (Yes or No) NO. If so, describe: —

23. Occupation

Indicate here the occupations for which you are best qualified by training and experience, in the order of your preference. Do not use general terms. Make your answers specific, e.g. the terms engineer, draughtsman, etc., do not help. What kind?

1. TEACHER - PARTICULARLY OF ROMANCE LANGUAGES, HISTORY, ENGLISH
2. ADMINISTRATIVE ASSISTANT — PERSONNEL INTERVIEWING & COUNSELLING
3. RESEARCH ASSISTANT — ESPECIALLY IN SOCIAL AND EDUCATIONAL FIELDS
4. (WITH PARTICULAR REFERENCE TO FILMS SEE SEC. 26).

UIC 7013—60M-4-49

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24. Service in Armed Forces	1914-18 War	1939-45 War
Enlisted (date and rank)		AUG. 11/41 A/C.
Unit, Corps or Branch		R.C.A.F. [redacted]
Theatre of Service		CANADA AND ENGLAND
Discharged (date and rank)		CPL OCT. 3/45 POST DISCHARGE PAT. (RESERVE)
Decorations		CVSM & CLASP, DEFENCE OF [illegible]

25. Employment History and Training

Please record in the following spaces, your complete employment history, including service in the Armed Forces. Please list preferably starting at your present position and working back every employer since you first began to work. Give here only employment history. Other activities should be listed in section 26.

25 (1)

(a) Date of employment MAY 15/46

(b) Date of separation SEPT. 10/48

(c) Name and address of Employer CYPRUS MINES & ALABASTINE CO. OF CAN., TORONTO

(d) Kind of business and products handled MANUFACTURING WALL FINISHES

(e) Number and category of employees supervised NIL

(f) Title of your position LABOURER

(g) Your duties and responsibilities, including any special contributions you made to the business.

LABOUR, MAY INCLUDE SUMMER EMPLOYMENT TO OBTAIN INCIDENTAL COLLEGE EXPENSES, WITH ADVANTAGE OF ACCESS TO CULTURAL AGENCIES (LIBRARIES, ETC) OF TORONTO.

Salary starting 40. WEEK Final SAME

Reason for leaving RETURN TO UNIV.

25 (2)

(a) Date of employment MAY 15, 48

(b) Date of separation SEPT 10/48

(c) Name and address of Employer

(d) Kind of business and products handled

(e) Number and category of employees supervised

(f) Title of your position

(g) Your duties and responsibilities, including any special contributions you made to the business.

Salary starting $35.00 WEEKLY. Final

Reason for leaving SAME AS ABOVE

25 (3)

(a) Date of employment MAY 15/47

(b) Date of separation SEPT 10/47

(c) Name and address of Employer

(d) Kind of business and products handled

(e) Number and category of employees supervised

(f) Title of your position

(g) Your duties and responsibilities, including any special contributions you made to the business.

Salary starting $ WEEKLY Final

Reason for leaving SAME AS ABOVE

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25 (4)

(a) Date of employment JUNE 28/46

(b) Date of [redacted]ration .. SEPT. 8/46,

(c) Name and address FAMILY ALLOWANCES,
of Employer DEPT. HEALTH & WELFARE,

(d) Kind of business TORONTO. Dom. Civil Service
and products handled

(e) Number and category ..... NIL
of employees supervised

(f) Title of your position TEMPORARY CLERK CLASS I,

(g) Your duties and responsibilities, including any special contributions you made to the business.

CHECKING, CANVASSING.....
CERTIFYING APPLICATIONS FOR
FAMILY ALLOWANCES. ..

STRICTLY SUMMER COMMITMENT

Salary starting $ FAMILY (BOND) Final $ SAME

Reason for leaving TO ENTER UNB,

25 (5)

(a) Date of employment .. AUG. 13/44.

(b) Date of separation .. OCT. 13/45.

(c) Name and address RCAF (CANADA - AUSTRALIA
of Employer FARM ; ENGLAND FOR U.K.

(d) Kind of business .. OCT/45.)
and products handled

(e) Number and category As CORPORAL, 8 MEN
of employees supervised ..

(f) Title of your position .. INSTRUMENT MAKER

(g) Your duties and responsibilities, including any special contributions you made to the business.

REPAIR, MAINTENANCE AND PREVISION
OF INSTALLATION, AIRCRAFT INSTRUMENTS,
"CONTRIBUTION TO BUSINESS."
HANDLY QUESTIONABLE.

$ 1.75 P.D.

Salary starting $ 1.25 PER DIEM Final $ 1.75 P.D.

Reason for leaving DEMOBILIZED

25 (6)

(a) Date of employment JAN. 20/41.

(b) Date of separation .. AUG. 11/41.

(c) Name and address TREASURY OFFICE (NAVY)
of Employer DEPT. OF NAT. DEFENCE, OTTAWA.

(d) Kind of business Dom. Civil Service
and products handled

(e) Number and category ..... NIL
of employees supervised

(f) Title of your position CLERK GRADE 2.

(g) Your duties and responsibilities, including any special contributions you made to the business.

CHECKING, CERTIFYING, COMPILING
ACCOUNTS RECEIVABLE FOR WITH
KINGDOM AND ALLIED GOVERNMENTS
— NAVAL AFFAIRS.

PLUS LIVING BONUS

Salary starting $ 15 WEEK Final $ 15 PLUS BONUS

Reason for leaving TO ENTER NCAF

25 (7)

(a) Date of employment June 21/38

(b) Date of separation JAN. 20/41.

(c) Name and address Dunnet Cleaners
of Employer 137 King St., St. Catharines,

(d) Kind of business Cleaning, Pressing,
and products handled Dyeing,

(e) Number and category NIL
of employees supervised

(f) Title of your position General Laborer

(g) Your duties and responsibilities, including any special contributions you made to the business.

Nothing Specific, General
Labour, Delivering.

Salary starting $ 12 WEEK Final $ 12 WEEK

Reason for leaving To enter Civil Service

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26. **Other activities, publications, outside interests, etc.**

In the space below describe your interest or participation in any of the following:–

Civic or public affairs – Hobbies – Any articles or publications you have written or edited – Participation in athletics, either actively or in organization – Activities in dramatics, or debating societies – Experience in public speaking. (radio or otherwise).

DID MUCH PUBLIC SPEAKING BEFORE GATHERINGS (ORATORICAL CONTESTS, ETC) WHILE IN HIGH SCHOOL, BUT LITTLE IN UNIVERSITY. HAVE WRITTEN MANY FILM REVIEWS AND ARTICLES SUPPORTING STUDENT CAMPAIGNS FOR COLLEGE PAPER. CHIEF INTEREST AND ACTIVITIES CONCERNED WITH PROMOTION OF FILMS FOR EDUCATIONAL AND CULTURAL PURPOSES. HENCE MEMBER OF UNB FILM SOCIETY 1948-49. PRESIDENT OF SOCIETY, 1949-50.

27. **References (Name, address and occupations). Do not name relations.**

DR. A. G. BAILEY, DEAN OF ARTS, PROFESSOR OF ENGLISH, UNB.

DR. ALLAN G. McANDREW, PROFESSOR OF FRENCH, UNB.

DR. MARCEL R. MERTON, PROF. OF GERMAN, SPANISH & CIVIL LAW, UNB.

DR. DESMOND PACEY, AUTHOR, PROFESSOR OF ENGLISH, UNB.

DR. K. M. CAMERON, PHYSICIAN & SURGEON, 7 WELLAND AVE., ST. CATHARINES, ONT.

28.

Date THURS. JAN. 26/50. Applicant's Signature W. T. Shanks.

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School Files

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1-1-5

1-1-1 X

(E)

11 January, 1950.

Mr. Paul Lacoursiere,
St. Stanislas,
Champlain County, P. Q.

Dear Sir:

I understand that you are interested in teaching in one of our seasonal schools. Please find attached two copies of our standard application form which I would like to have you complete and return here so that further consideration can be given to your request.

Yours sincerely,

Bernard F. Neary,
Superintendent of Education.

Encl.

BFN/EM

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1-1-S

1-1

St Stanislas. 22 janv 1930

5918

Mr. Bernard F. Kenny
Supt. of Education.

Monsieur.

Pour faire suite à votre questionnaire que j'ai reçu de mon mieux, s'il y a autres renseignements je serai heureux de vous les fournir. J'aimerais mieux le recevoir en français si vous n'avez pas d'objection.

Je demeure votre tout dévoué
Paul Lacoursière.
St Stanislas
Co. Champlain
P.Q.

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CANADA

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1-15

1-1-15

Sundan, Ont.
Jan. 24th, 1950.

5920

Mr. B. F. Neary,
Supt. of Indian Education.

Dear Sir;

I am writing to ask more information concerning the position offered in our office of Guidance at McMaster University. I am writing on behalf of a friend, Victor Sim and myself as regards type of teaching, wages, living accommodations and whether the salary includes board. We would prefer to be in northern Manitoba if possible. I have lived among Indians for about six years, in northern Saskatchewan which may

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be in my favor in seeking this position.

Yours sincerely,

Peter Scargall.

and Vector Sim.
per PS

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1-1-15

University of Toronto
TORONTO 5, CANADA

DEPARTMENT OF ANTHROPOLOGY

26 January 1950

Lieut.-Colonel B. F. Neary,
Superintendent of Education,
Indian Affairs Branch,
220 Queen Street,
Ottawa, Ontario,

6332

Dear Colonel Neary,

One of the lads whom I am proposing to recommend very strongly to you for a temporary teaching job this coming summer, asked me whether, by any chance, there might be a position available for husband and wife. Needless to say, I did not know, but I promised to pass the question on to you.

I can recommend the young man whole-heartedly, and he wishes me to be perfectly clear that he was anxious for the position, quite irrespective of any possibility of his wife. In other words, this is not a case of an applicant wishing to raise difficulties, or asking for consideration.

Dunning, the man in question, tells me that his wife taught public school in New Zealand for several years, so she must hold whatever the legal teaching requirements may be in New Zealand. I have met Mrs. Dunning, but only in a very casual way. Curiously enough, she reminded me that I had met her when she first came to Canada a few years ago and was serving as a counsellor at Camp Tanamakoon, in Algonquin Park, where I happened to be a dinner guest. I know something of the standards of this camp, and feel perfectly sure they would not have counsellors who were not of good quality. My understanding is that the present Mrs. Dunning came from New Zealand to visit one or more Canadian camps, with, I assume, the intention of returning to New Zealand with the experience and knowledge gained in Canada. However, she got married instead.

Obviously, I have no knowledge of whether you have ever taken on a husband and wife on a summer job, but on the face of it, the Dunnings seem a perfectly possible combination.

With best regards,

Yours sincerely,

T. F. McIlwraith

T. F. McIlwraith

TFM:DIM

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1-1-S

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22 Victoria St.,
Toronto, Ont.,
Oct 3, 1900

Supt of Indian Education
Indian Affairs Branch,
Dept of Interior, Ottawa,
Ottawa, Ont

Rec'd Oct 4 1900
No 8083

Sir,

I am interested in the organization of
Industrial schools for Indian children, &
believe you are the person to consult.

If the Dept of Indian Affairs is
considering the question of Technical and
Industrial training, and has matured plans
regarding them, we should like to have
conference with you, during your
visit to Toronto, before we
leave for our home in the North.

We are anxious to start Industrial schools
as soon as possible, & the selection of teachers
is a serious matter. We have spent some time in Northern Ontario
& Manitoba & know about some of the Northern tribes,

so I have an idea of the conditions to be expected, but I would appreciate any further details you could give me, as well as some assurances that my qualifications are sufficient to apply. As I intend to enter the teaching profession when I graduate, I am very anxious to gain some experience along this line.

Yours very truly,
Kathryn Swift

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School Files
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1-1-8 (E)

, February 9, 1950.

Miss Kathyrn Swift,
22 Water St. West,
Burlington, Ontario.

Dear Miss Swift:

I have for answer your letter of February 3 which was awaiting my return from a recent inspection trip to James Bay.

Practically all the seasonal schools which are free this year are in isolated communities in which it would be almost impossible for a women to obtain proper accommodation.

The more accessible schools are filled by teachers who have been in our service from Universities for previous summers. I am sending to you, however, an application form in the event that one of these better schools becomes available.

Yours sincerely,

Bernard F. Neary,
Supt. of Indian Education.

BFN/M'cN

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Indian Affairs. (RG 10, Volume 6002, File 1-1-15, part 1)
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1-1-8 (E)

, February 9, 1950.

Professor T.F. McIlwraith,
University of Toronto,
Toronto 5, Ontario.

Dear Professor McIlwraith:

I have for answer your letter of January 26 which I found here upon my return from a recent inspection trip to James Bay.

I am sending two application forms to you for Mr. and Mrs. Dunning as it may be possible to place them in one of the seasonal schools. I hope that she is used to "roughing it" as conditions are far removed from the standard of living one would encounter in the city of Toronto!

Sincerely yours,

Bernard F. Negry,
Supt. of Indian Education.

BFN/MYcN

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Indian Affairs. (RG 10, Volume 6002, File 1-1-1S, part 1)
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Q

1-1-8 (E)

, February 9, 1950.

Mr. F.B. Gibson,
Manager,
Unemployment Insurance Commission,
634 Queen Street,
Fredericton, N.B.

Dear Mr. Gibson:

I have for answer your letter of January 26, file U 168, concerning Mr. D.T. Shadd. Practically all these vacancies are in Northern Ontario and I doubt whether it would be to Mr. Shadd's advantage to accept a position so far from Fredericton. We do not pay travelling expenses to these positions and I have previously indicated to the Department of Labour that most of the vacancies are in Ontario and in the West.

If, however, you have anything else in mind for this teacher, please do not hesitate to write to me concerning his application as it is better for him to get a post with relatively small earnings than none at all.

Sincerely yours,

Bernard F. Neary,
Supt. of Indian Education.

BFN/M'cN

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1-1-8 (E)

, February 10, 1950.

Mr. G.L. McDiarmid,
48 Sydenham Street,
Kingston, Ontario.

Dear Sir:

I regret the delay in answering your letter but I have been absent from my office inspecting schools in James Bay.

I have today written to Indian Health Services describing the qualifications of your wife and yourself so that we can try to locate the reserve at which your services can both be used this summer.

Yours sincerely,

Bernard F. Neary,
Supt. of In'lan Education.

BFN/M'oN

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2

Three more
promising names
out
AM
27 + 50

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1-1-8 (E)

, February 10, 1950.

Memorandum:

DR. PROCTOR

Sioux Lookout Agency

Do you require the services of a Registered Nurse for the summer months at one of the reserves in the above agency? I have a teacher now attending Queen's University who has offered to go with his wife to Northern Ontario for the summer months. He is 26 years of age, has a B.A. degree and three years in the R.C.A.F.

His wife is 25 years of age and is a Registered Nurse, presumably in the Province of Ontario. Could you please give me a phone call concerning this matter.

Bernard F. Neary,
Supt. of Indian Education.

BFN/M'cN

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Eleanor McKay Harris.
14 Melville Street.
Glendale, Ontario. February 6, 1950

8831

The Indian Affairs Branch,
Department of Mines and Resources,
220 Laurier Street,
Ottawa, Ontario.

Attention. Mr. B. F. Neary, Superintendent of Indian Education.

Gentlemen,

I should like to enquire about the teaching positions you have available in Ontario this coming summer. I am twenty-one years of age, a student at the Macdonald University, and although I have no teaching experience, would be interested in this type of work among the Indians. I have a friend who has one year's teaching experience who would also be interested. We were considering if you have any schools requiring two teachers to work together, for the two school houses could be built so that we could share living accommodations. Our examinations at the Macdonald end at the beginning of May and we would be available after that time for the summer months.

In your reply would you kindly also inform us of the following points concerning the position: Transportation to and from the place of employment provided. Are the living quarters attached to the main building? Where are the schools located? What type of buildings would be used and what sort of things are we expected to teach the children? This seems to be a lot of questions, but we understand the conditions will be rough, and, as you will realize, we would like to have a fairly clear picture of the situation before we make our decisions.

Thanking you for your attention in this matter, I remain,

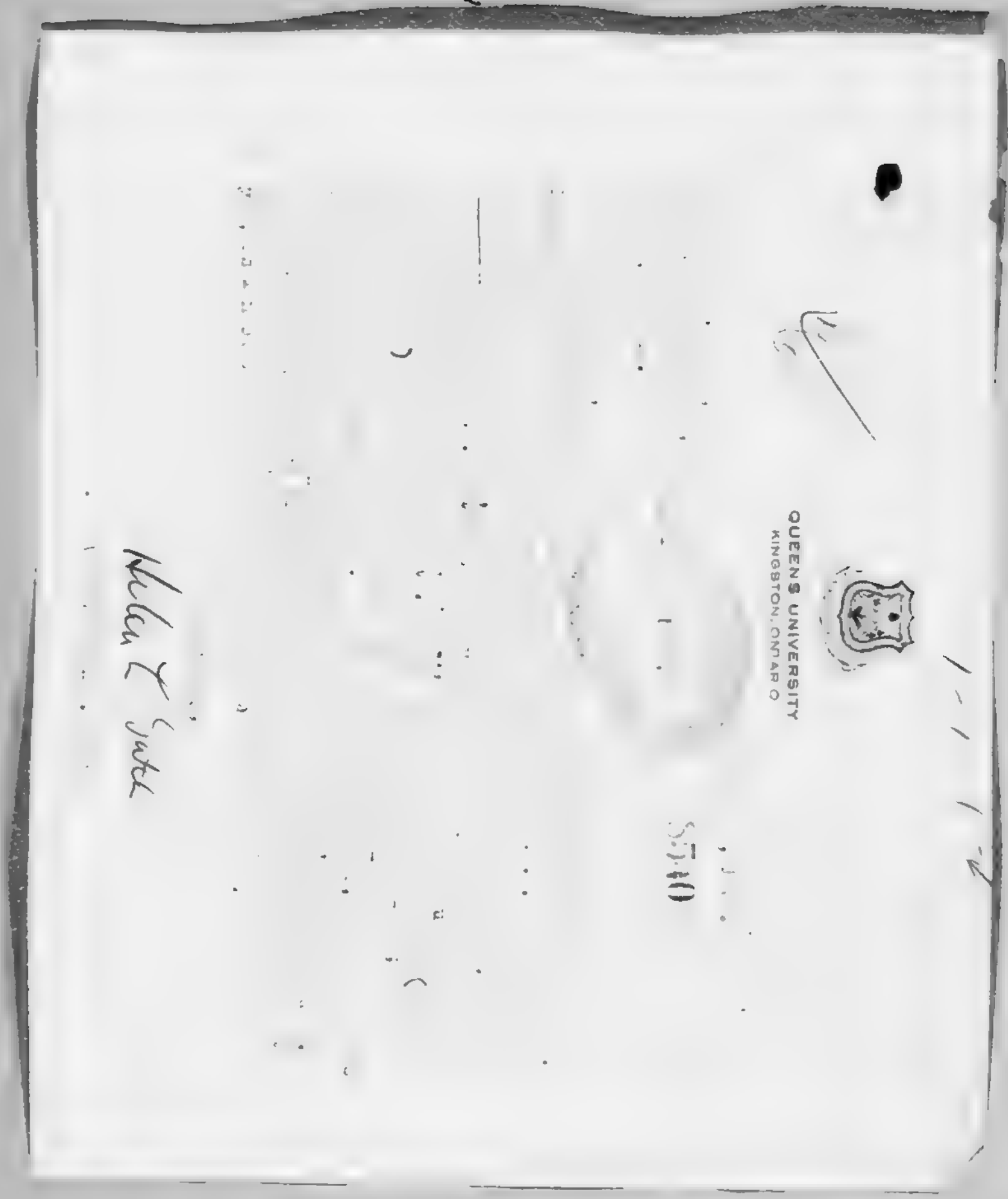
Yours truly,

Grace Willis (Miss).

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1-1-14

February 2, 1950,
79 Arkledun Ave.,
Hamilton, Ont.

Mr. F. B. Neary,
Supt. of Indian Education,
Indian Affairs Branch,
Dept. of Mines and Resources,
220 Queen St.,
Ottawa, Ont.

5380

Dear Sir:

I am writing in regard to the Summer Session teaching of Indian children in northern Ontario and Manitoba. While I understand that letters of application may be sent to you on or after March 31, I am taking the liberty of writing you now to secure more information about the work than was available at the Placement Office of the University. I hope to graduate in Honour English on May 15 of this year, and will be available for work from that date. Since I plan to make teaching my life work, I am anxious to have experience in the field, and would especially welcome this opportunity to teach in the summer. With the hope that this letter will not inconvenience you I am,

yours truly,

John H. Bell

Indian Affairs. (RG 10, Volume 6002, File 1-1-13, part 1)
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190 Ferguson Ave. N
Hamilton, Ont.
Feb 10/ 50

9723

Dear Sir

I am a student in year two at the Teacher University. I would like to apply for summer work with the Indian Affairs Br. of the Dept of Mines & Forests. The specific job I have in mind is teaching on the reserves.

I have taught at summer camps at Attawapiskat twenty one and can obtain letters of reference.

Yours sincerely,
[illegible]

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Indian Affairs. (RG 10, Volume 6002, File 1-1-15, part 1)
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1-1-18 (E)

, February 14, 1950.

Mr. John H. Bell,
79 Arkledun Ave.,
Hamilton, Ontario.

Dear Mr. Bell:

I have for answer your letter of February 2 and am pleased to forward you an application form for completion and return here. I understand you are primarily interested in teaching in one of our seasonal schools.

Sincerely yours,

Bernard F. Neary,
Supt. of Indian Education.

BFN/MMcN

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Indian Affairs. (RG 10, Volume 6002, File 1-1-18, part 1)
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1-1-1e (E)

, February 14, 1950.

Miss Helen L. Gatch,
Department of Psychology,
Queen's University,
Kingston, Ontario.

Dear Miss Gatch:

I have for answer your letter of February 4 and note that you are interested in doing psychological research this summer.

We are reorganizing our Division at the present time and I doubt very much whether we will be able to use your services this summer. We have a very large building programme which occupies our summer months and educational research is done during the winter.

I hope to have a Supervisor of Educational Research appointed before September of 1950 and I hope that you will write to me again if you are free in the summer of 1951.

Sincerely yours,

Bernard F. Neary,
Supt. of Indian Education.

BFN/McN

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1-1-13 (E)

, February 14, 1950.

Miss Grace Willis,
Eleanor McKay House,
19 Milville Street,
Dundas, Ontario.

Dear Madam:

I have for answer your letter of February 6. Practically all the summer schools which we have vacant are in isolated communities and very few are close together.

In fact, most of the schools are so isolated that we will send in only male teachers.

I believe that this will answer the questions raised by you in your letter.

Sincerely yours,

Bernard F. Neary,
Supt. of Indian Education.

BFN/M'cN

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1-1-1 S

15 February, 1950.

Mr. J. McFarland,
190 Tragina Ave., N.,
Hamilton, Ontario.

Dear Sir:

I have for acknowledgment your letter of February 10 and am forwarding you an application form for completion and return here. I presume that you are quite prepared to go to isolated communities as these schools are not situated near any towns or villages but in northern Ontario and Quebec. There are no facilities such as electricity, running water, etc.

Yours sincerely,

Bernard F. Neary,
Superintendent of Education.

Encl.

BFN/EM

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1-1-15 1-1-1X

OUR FILE
U 168
YOUR FILE

CANADA

10129

UNEMPLOYMENT INSURANCE COMMISSION

NATIONAL EMPLOYMENT SERVICE

604 Queen Street,
Fredericton, N. B.,
11 February 1950.

Indian Affairs Branch,
Dept. of Mines & Resources,
200 Queen Street,
Ottawa, Ontario.

Attn: Mr. B. F. Neary
Supt. of Indian Affairs

Gentlemen:

WHALEN, Robert George

I am forwarding an application for this University of New Brunswick student who wishes summer employment.

Would you please advise me as soon as convenient what his chances are and also if additional information is required.

Yours very truly,

Edmund Wall

For F. B. Gibson, Manager.

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Male Fem. Vet. 1914-1939 Pen. Ins. 685 Insurance No.

APPLICATION FOR EMPLOYMENT

EXECUTIVE AND PROFESSIONAL

1. Print last name: WHALE First name: H. Middle name: Rupert George

2. Present Address

3. Address No. where you are to be contacted

1. Occupation for which you are best qualified

Registration Date: 10 Apl 50
Day Month Year
App. No. 9700
Section No.
Remarks

APPLICANT MUST ANSWER CAREFULLY EVERY QUESTION LISTED BELOW

4. Date of Birth: 13/ Year Month Day

5. Marital Status

9. How many Dependents: Wife, Son, Daughter

10. Weight: 160 lbs. Height: 6' 3"

11. Place where Born

12. Citizenship: If Naturalized give date

13. Language: English

14. Physical Defects

15. War Service: 1914 1939

16. Theatres of Service

17. Rank and Date: Enlistment Discharge

18. Unit or Corps

19. Place of Discharge

20. Any disability affecting employment

21. Trade or Specialist Qualifications received during Service

22. Annual Salary Desired: $ 4200.00
Min. you will accept: $ 4200.00
This information will not be used to applicant's disadvantage

23. Do you own a Car? Yes
If so give year and make

24. (a) Where willing to work (c) Willing to travel

(b) Where prefer to work (d) When available

25. Person
Yes
No

DESCRIBE BELOW YOUR PRESENT OR YOUR LAST POSITION

Name of Employer

Address

Kind of Business

Title of your position

Duties and Responsibilities

Number and type of employees supervised

Employed from to Salary at Start Final Salary

DESCRIBE BELOW YOUR LONGEST PREVIOUS POSITION

Name of Employer

Address

Kind of Business

Title of your position

Duties and Responsibilities

Number and type of employees supervised

Employed from to Salary at Start Final Salary

28. (a) - Give any other specific proofs of ability (e.g. shorthand speed, typewriting speed, articles published, foreign languages spoken, etc.)

(b) - Give name and address of other employers who might be applied to for information regarding you

Continue last response on reverse side

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28 continued

Use additional sheets if necessary

Name people who are not relatives

Rev. C. J. Boyd
St. Andrews Rectory,
St. John, N.B.

Wm. J. U. B. Miller
Director of School Services,
Province of N.B.

30. To what Professional Societies have you belonged

31. I have been informed of my Unemployment Insurance Benefit Rights

Robert George Whalen
Signature of Applicant

DO NOT WRITE BELOW THIS LINE — FOR OFFICE USE ONLY

NOTICE FOR RE-INTERVIEW

NOTICE FOR RE-INTERVIEW

REFERRALS

Date Referred	Order No.	Employer	Position	Rate of Pay	Referred By	Result

SELECTION OFFICER'S COMMENT

SIGNATURE OF OFFICER

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1-1-1 S

(E)

20 February, 1950.

Mr. F. B. Gibson,
Manager,
Unemployment Insurance Commission,
634 Queen Street,
Fredericton, New Brunswick.

Dear Sir:

Reference your U 168 of 11 February -

Practically all the vacancies which we have for Indian seasonal school teachers are in the Provinces of Quebec and Ontario. Wherever possible, we try to obtain the services of students who have had some teaching experience.

Mr. Whalen has not had any such experience and I doubt whether we will have a vacancy which he could fill.

Yours sincerely,

Bernard F. Neary,
Superintendent of Education.

BFN/EM

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CANADA

OUR FILE

YOUR FILE 1-1-1-D

UNEMPLOYMENT INSURANCE COMMISSION

NATIONAL EMPLOYMENT SERVICE

10507

138-140 Queen Street,
Ottawa, Ontario,
February 13th, 1950.

Mr. B. F. Neary,
Supt. of Indian Education,
Indian Affairs Branch,
Dept. of Mines & Resources,
220 Queen Street,
OTTAWA, Ontario.

Dear Sir:

Enclosed please find application of James Alfred Jackson, 226 Macaulay Street, East, Hamilton, Ontario, an undergraduate, for a vacancy to teach in Indian Seasonal Schools in Ontario and Manitoba. This application has been received from our Hamilton office. It is understood that the Department will not interview applicants prior to March 31st but we assume that written applications will be examined in the meantime from interested applicants. The applicant in this case would like to know if room and board and transportation are provided by the Department.

If you are communicating with Mr. Jackson would you kindly send a copy of your reply to this office so that we may keep our Hamilton office advised.

Yours very truly,

Employment Supervisor,
for Redverse F. Pratt, Manager.

Encl.

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Male | Fem. | Vet. | 1914 | 1939 | Pen | Ins. | 685 | N.R. | 1 | 2 | 3 | 4 | Insurance No. | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | Occ. Code

GENERAL

APPLICATION FOR EMPLOYMENT

1. Print last name: Jackson, First name: James Alfred, Middle name:

2. Full Postal Address: 226 Macaulay Street East, Hamilton, Ont

3. Main occupation (i.e. your usual work): Seasonal Teacher

4. Secondary occupation (i.e. what other work can you do?): Clerical, Sunday School Teacher during school semester

Registration Date: Day Month Year

App. No.

Section No.

Remarks

APPLICANT MUST ANSWER CAREFULLY EVERY QUESTION LISTED BELOW

5. Give Telephone No. where you can be reached: 7-4124 Number

6. How old are you? 23 Years

7. Are you? Single Yes Widow(er) Married

8. Give your height: 6 Feet 0 Inches

9. Give your weight: 180 Lbs.

10. Languages spoken: English Yes (YES/NO) French (YES/NO) Name others

11. How many dependents have you (include your wife): None Number

12. What grade did you complete? 2 yr University McMaster Science

13. Describe any disabilities you may have: None

14. If a member of a Union state: Name Local No

15. Did you serve in 1914 War 1939 War Yes

16. Theatre of Service: Pacific

17. Rank on enlistment: PVT Rank on discharge: Corporal

18. Reg. No. 30001890 Unit Army

19. If you have a Pension, what percentage?

20. Trade qualifications received during service: Dental Technician

Veterans Only

21. State machines you can operate: Business Machines

22. State what tools you can use

23. MARK WITH AN (X) ANY OF THE FOLLOWING WORK YOU HAVE DONE

Construction	Sawmill	Surface (Mine)	Laundry	Cook assisting		
Factory	Section Hand	Hotel Restaurant	Waiter	Domestic		
Maintenance	Bush	Hospital	Cook	Char		

24. Are you applying for: Full Time Work Part Time Work X

25. Would you consider employment away from your usual work centre? Yes or No

26. DESCRIBE BELOW YOUR PRESENT OR LAST JOB

Name of Employer: Address:

What work did you do?

Are you still working there? or When did you leave? How long did you work there?

What wages did you receive? per hour per week per day per month

27. DESCRIBE YOUR PREVIOUS JOB (previous to the one above.)

Name of Employer: Steel Co of Canada Address: Burlington St. Hamilton

What work did you do? Clerical

When did you leave? Dec 25 How long did you work there? 3 years

What wages did you receive? per hour per week per day $130. per month

28. DESCRIBE BELOW YOUR LONGEST PREVIOUS JOB (in the last 10 years)

Name of Employer: Address:

What work did you do?

When did you leave? How long did you work there?

What wages did you receive? per hour per week per day per month

29. Give any additional information about your education or experience that would be helpful

2nd year of University McMaster in Hamilton registered course of pre-medical work for hydro and Steel Company of Hamilton during recent summers.

30. I have been informed of my Unemployment Insurance Benefit Rights.

SIGNATURE OF APPLICANT

James A. Jackson
Sign your name here

UIC 701 615 M-6-47

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CANADA

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LIST OF SUMMER STUDENTS RECOMMENDED TO THE INDIAN DEPARTMENT 1949

	Name	Address	Date Available	Post
1.	Philip Belyea	P. O. Box 44, Sackville, N. B.	May 11th.	Pickle Crow OK
2.	Robert Ross	Huron College, London, Ontario.	May 21st.	Fort Hope OK
3.	Michael Hankinson	St. John's College, Winnipeg, Manitoba.	May 1st.	Lansdowne OK
4.	Charles Griggs	St. John's College, Winnipeg, Manitoba.	May 1st.	Collins
5.	Mr. J. Schaffner	Trinity College, Toronto, Ontario.	June 1st.	Mistassini & wife
6.	Thomas H. Meikle	Trinity College, Toronto, Ontario.	June 1st.	Mistassini OK
7.	~~J. K. Arnold~~ C.H. Brown (?)	27 Linden St Carleton College, Israli ~~22a Frank Street, Ottawa, Ontario.~~	June 1st.	Waswanipi Law & wife
8.	~~G. H. Thompson~~ (?)	~~47 Glenlea~~ Lane Escarpment Dist.	June 1st.	Waswanipi

P.S. I have not written to Belyea. He may have written to you. He is a long and expensive journey for him but he was one of the best men we had.

your, but [illegible] partner . . [illegible], .e. is [illegible] to go back [illegible] er. [illegible] to marry [illegible] irl who i [illegible] t.o & [illegible] partner. I[illegible] [illegible] [illegible] [

1-1 - 321-1

DIOCESE OF MOOSONEE

RT. REV. ROBERT J. RENISON, M.A., D.D.
BISHOP
TELEPHONE - TIMMINS 703 W
TELEGRAMS - RENISON, TIMMINS

9511

BISHOPSTOFE
PORCUPINE HIGHWAY
SCHUMACHER, ONT.

February 8th. 1950.

Colonel J. F. Henry,
Superintendent of Education,
Indian Affairs Branch,
Dept. of Mines and Resources,
Ottawa, Ontario.

Dear Colonel Henry,

I take it for granted that you went home by air. I heard from Archdeacon Clarke during your visit and I want to tell you that I am very glad to know that you have seen something of our problem on James Bay.

Archdeacon Clarke will be here next Wednesday for the meeting of our Executive Committee and I will be able to learn then, something of your decisions.

[illegible] to the Indian Day Schools on the Bay I have already received the back pay-sheets for three of the missionaries. The only one remaining is the account of Robert Factory, River. This morning I had a cheque for him for $108.00 and it was dated January 1st. I take it for granted that it is for the salary for the first month of this year. I am very anxious that each of these four men will stand on his own feet and feel responsible for his reports to the Department.

You have been very interested and helpful about the summer day-schools. I have written to Griggs but I [illegible] available this year. He has other ideas. I am very anxious to have our men picked as soon as possible because I am probably going away at the end of this month to the United States to fulfill some engagements there. I do not want to make any conflicting arrangements with the Department, so if you don't mind I am going to tell you the material that I have available.

Fort Albany. Last year Schaffter and Pikle two graduates of Trinity College, University of Toronto, held the fort there. Mr. Schaffter is not available this

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year, but his partner T. H. Meikle, B.A. is anxious to go back this summer. He is going to marry a girl who is also a graduate of Trinity College, and he would like to take her up with him as his partner. It seems to me it would make an admirable team. I know him, he served in the Air Force in India. There is a fine school there now, at Mistassini, also a fine teacher's residence. It would be an ideal honeymoon - or they think so. It just happens that I have another offer from two highly qualified persons - husband and wife - who I think would fit in beautifully at Waswanipi, where there is also a teacher's residence and a school. If you don't mind I am going to send you a copy of their letters which please return to me . I understand there is no objection to the employment of a qualified woman who is properly chaperoned.

I have the promise of four or five men from Huron College but I am not sure of their names at present.

The following is the list of places where we agreed there might be schools.

(1) Mistassini.	(3)	Meikle + wife
(2) Waswanipi.	(2)	~~[illegible]~~ Ross ✓
(3) Hornepayne.	(1)	~~[illegible]~~ ?
(4) Fort Hope.	(1)	~~[illegible]~~ ? husband
(5) Lansdowne.	(1)	~~[illegible]~~
(6) Ogoki	?	
(7) Collins	(1)	
(8) Pickle Crow	(1)	Belyea again
(Osnaburgh)	(?)	— new school Jeffries
(Namiska)	(?)	— OK

~~[illegible]~~

You will notice that there are three new places. I spoke to you already about Ogoki. Osnaburgh is a place where there has been no teacher, but we agree that it might sometime be the centre of the [illegible] District. [illegible] is a remote spot 100 miles inland from Rupert's House. They have never had anyone except a visit from the missionary and the bishop once a year. There is a tent there which could be used as a church and a school. I think it would be a nice gesture to that lonely spot. There are one hundred Indians living there during the summer. It is almost half way between Rupert's House and Waswanipi. They are all American Indians. I would be very grateful to you if you could nominate some men so that our list may be complete. You will notice that I have five volunteers from Huron College. I hope that you can write to me as soon as possible.

Yours faithfully,

Robert Moosonee

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EXCLUSIVE CONNECTION WITH WESTERN UNION TABLE SERVICE

CANADIAN NATIONAL TELEGRAPHS

W. M. ARMSTRONG, GENERAL MANAGER
TORONTO

1950 FEB 21 AM 9(37)

TNA- [illegible] L=CHT TIMMINS ONT 21 [illegible]

F NEARY=

[illegible]IPT OF EDUCATION, INDIAN AFFAIRS BRANCH=

[illegible]EPT MINES AND RESOURCES OTTAWA ONT=

WOULD YOU SEND A MEMO OF OUR CONVERSATION YESTERDAY WITH TWELVE APPLICATION FORMS BY MAIL TO PARK PLAZA HOTEL TORONTO I WILL BE THERE FRIDAY AND [illegible]ATURDAY THIS WEEK I CAN CONTACT APPLICANTS AND INSTRUCT THEM TO WRITE TO YOU=

[illegible]OBERT MOCCONNELL.

[illegible] ...03

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CANADA

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1-1-1 S

(E)

22 February, 1950.

The Right Reverend R.J. Renison, D.D.,
Bishop of Moosonee,
Park Plaza Hotel,
T o r o n t o, Ontario.

Dear Bishop Renison:

As requested in your telegram, I am pleased to confirm the following arrangements made with you by telephone yesterday:

(1) MISTASSINI SCHOOL - Mr. Meikle and wife

(2) WASWANIPI SCHOOL - Mr. and Mrs. Law

(3) HORNEPAYNE SCHOOL - Mr. Ross, if possible ✓

(4) FORT HOPE SCHOOL - New applicant

(5) LANSDOWNE SCHOOL - New applicant

(6) COLLINS SCHOOL - New applicant

(7) PICKLE CROW SCHOOL -

I have just received an answer from Mr. Belyea and he is prepared to return to this school again.

I wonder whether he would do a better job at Lansdowne House, in view of the fact he is a qualified and experienced teacher. You told me how large a school we could expect at this point.

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(8) OSNABURGH SCHOOL - New applicant

(9) NAMISKA SCHOOL - Possibility of using the Reverend Mr. Jeffries from Metagami to open this new school.

In closing, may I thank you for all the work which you have done in connection with these schools and the hope that you will have a pleasant and enjoyable trip to the Golden State of California.

With kind personal regards,

Yours sincerely,

Bernard F. Neary,
Superintendent of Education.

Encl.

BFN/EM

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OUR FILE

YOUR FILE

CANADA

UNEMPLOYMENT INSURANCE COMMISSION

NATIONAL EMPLOYMENT SERVICE

11133

138-140 Queen Street,
Ottawa, Ontario,
February 16th, 1950.

Mr. B. F. Neary,
Superintendent of Indian Eduction,
Indian Affairs Branch,
Dept. of Mines & Resources,
OTTAWA, Ontario.

Dear Sir:

Re: WATTS, Claire E.

With reference to our telephone conversation of February 14th, I am forwarding an application received from the above named who wishes to work as a teacher in the Indian schools during the summer holidays. Would you please send a copy of your reply to Miss Watts to this office so that we may advise our Hamilton office which submitted the application to us.

Yours very truly,

Employment Supervisor,
for Redverse F. Pratt, Manager.

Encl.

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Male x Fem. | Vet | 1914-1939 | Pen. | Ins. | 685 | N.R. | 1 | 2 | 3 | 4 | Insurance No. | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | Occ. Code

APPLICATION FOR EMPLOYMENT

GENERAL

1. Print last name: WATTS — First name: Claire — Middle name: Elinor
2. Full Postal Address: 19 Smith Ave. Burlington, Ont
3. Main occupation (i.e. your usual work): Teaching (Summer work)
4. Secondary occupation (i.e. what other work can you do?)

Registration Date: Feb 8/50 (Day Month Year)
App. No.
Section No.
Renewals

APPLICANT MUST ANSWER CAREFULLY EVERY QUESTION LISTED BELOW

5. Give Telephone Number at which you can be reached: Burl. 4165 (Number)
6. How old are you? 19 (Years)
7. Are you? Single x Married Widower
8. Give your height: 5 ft 7½ ins
9. Give your weight: 128 lbs
10. Languages spoken: English Yes (Yes/No) French Yes (Yes/No) Name others
11. How many dependents have you? (include your wife) (Number)
12. What grade have you completed? (Grade/Year) 2nd year University with the idea of a future teaching position.
13. Describe any disabilities you may have.
14. If a member of a Trade Union: Name; Local No.
15. Did you serve in: 1914 War; 1939 War
16. Theatre of Service
17. Rank on enlistment; Rank on discharge
18. Reg. No; Unit
19. If you have a pension, what percentage?
20. Trade qualifications received during service
21. State machines you can operate
22. State what tools you can use

Veterans Only

23. MARK WITH AN X, ANY OF THE FOLLOWING WORK YOU HAVE DONE

Construction; Factory; Maintenance; Sawmill; Section Hand; Bush; Surface Mines; Hotel; Restaurant; Hospital; Laundry; Waiter; Cook; Cook-assisting; Domestic; Char

24. Are you applying for: Full Time Work; Part Time Work
25. Would you accept a job in your usual work out of town: Yes or No

DESCRIBE BELOW YOUR PRESENT OR LAST JOB

26.
Name of Employer: Mr. D. Grise — Address: Honey Harbor? Ont
What work did you do? Waitress
What wages did you receive? ..... per hour ..... per week ..... per day ..... per month
Are you still working there? or When did you leave? Sept 49 — How long did you work there? 4 months

DESCRIBE YOUR PREVIOUS JOB (previous to the one above.)

27.
Name of Employer — Address
What work did you do? Summer Employment
When did you leave? — How long did you work there?
What wages did you receive? ..... per hour ..... per week ..... per day ..... per month

DESCRIBE BELOW YOUR LONGEST PREVIOUS JOB (in the last 10 years)

28.
Name of Employer — Address
What work did you do? Summer Employment
When did you leave? — How long did you work there?
What wages did you receive? ..... per hour ..... per week ..... per day ..... per month

29. Give any additional information about your education or experience that would be helpful

I have had experience as a Sunday school teacher, and also had the complete care of two young children for the summer months

30. I have been informed of my Unemployment Insurance Benefit Rights.

SIGNATURE OF APPLICANT

Claire E. Watts
Sign your name here

UIC 701 615M-6-49

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University of Toronto
TORONTO 5, CANADA

DEPARTMENT OF ANTHROPOLOGY

17 February 1950

11739

Lieut.-Colonel B. F. Neary,
Superintendent of Education,
Indian Affairs Branch,
220 Queen Street,
Ottawa, Ontario,

FEB 20 19

Dear Colonel Neary,

Many thanks for your note and for enclosing the application forms, which I have turned over to Dunning.

Whenever you would like to have the information, I would be delighted to send you the names of the three or four men whom I can recommend with enthusiasm for summer teaching jobs. Dunning is one of them, but, as I told you, I can recommend several others with pleasure.

With best regards,

Yours sincerely,

T. F. McIlwraith

T. F. McIlwraith

TFM:DIM

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APPLICATION FOR EMPLOYMENT, RE-CLASSIFICATION, OR SALARY REVISION AS AN INDIAN DAY SCHOOL TEACHER. 1115

I. Name of School .....

II. PERSONAL QUALIFICATIONS:

Name in full (please print)
.....Mc.FARLANE.....JOHN.....
(Mr. Mrs. Miss Rev.) (Surname) (Christian Name)
Date of Birth ...OCT..17..1928... Country of Birth ..CANADA.....
Sex .MALE... Marital Status ...SINGLE. No. of Dependents .....
Religious Denomination PROTESTANT..... Health .....GOOD.....
Canadian Citizenship ...B.....BIRTH..... Racial Origin .SCOTCH.

III. PROFESSIONAL AND ACADEMIC QUALIFICATIONS: Service in H. M. Forces .....

I attended High School at .HAMILTON.....TECH..... in the Province of .ONTARIO..... for ..5.. years and received a Grade XII. Certificate. I then attended .....MCMASTER..... University for a period of ..2.. years and received a ..... degree (only where applicable; give other details of additional education on back).

I attended a Teacher Training Course at ..... Normal School in the Province of ..... for ..... months in the years .....

I hold a ..... Class Teacher's Certificate of a ..... (temporary or permanent) nature in the Province of ..... It is numbered ..... dated ..... and is valid until .....

IV. TEACHING EXPERIENCE:

Dates	Name of School	Town & Province	Total Years
1.	.....	.....	.....
2.	.....	.....	.....
3.	.....	.....	.....

(Please account for all teaching experience, use other side if additional space is necessary)

My total teaching experience is ..... years in Indian Schools and ..... years in Provincial Schools.

V. SUMMER SCHOOLS - In order to qualify for salary increments as shown in the schedule, I certify that I have attended the following professional summer schools, conducted by Provincial Departments of Education or Canadian Universities for a duration of four weeks or more in length:

Year	Course Taken	By Whom course was conducted	Length of Course in Weeks
1.	.....	.....	.....
2.	.....	.....	.....
3.	.....	.....	.....

VI. SPECIAL QUALIFICATIONS:

List any special qualifications you have for Indian work .....
.....
.....

VII. REFERENCES AND INSPECTOR'S REPORTS

Please attach copies of references and your latest Inspector's Report (if any).

VIII. I therefore request, in view of my qualifications and experience as detailed above, that I be classified as a Grade ..... teacher and that my salary as a teacher in the ..... Indian Day School for the ..... year be set at $ ..... according to the salary schedule.

I understand (i) that all salary increases are clearly described in the schedule regulations as for "satisfactory service", (ii) that therefore it will be necessary for the Indian Affairs Branch to carefully consider School Inspectors' and other reports submitted upon my teaching service.
(Note: Details of our salary schedule are available in all Indian Agency offices. If the application is sent in with part of Section VIII left blank, we will inform you of the salary you would receive in our service).

J. C. Farlane — P.O. Iroquois Ont., N. — Feb. 24/50
Signature — Address — Date

(Education Division, Indian Affairs Branch, Department of Mines and Resources)

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COPY

Hamilton
Feb 2 . . 0

12419

I can see
that in no way
is the application as just
now long there schools are
open I will be free from this
2nd week of May till the
3 rd week of Sept. I suppose
I can also ascertain
as to exactly what the salary
will be.

I understand that they
have day schools and also
boarding schools. Is that
correct?

I am willing to go
to an isolated community if
I am curious to know more
how far north it is.

Thank You
Yours Sincerely

12322

[illegible] 2nd Ave.,
Vancouver, B.C.
Feb. [illegible], 1950.

The Director, Indian Affairs Branch,
Department of Citizenship and Immigration,
Ottawa, Ont.

Dear Sir: re: Competition 50-60
List 1806

I am writing to inquire whether your department would consider hiring a student for this summer (May to September) ? If this is in line with your policy and if my services were found to be satisfactory, then, upon graduation in spring of 1951, I would be pleased to return to the same position. Before making formal application, I felt this matter should be cleared first.

I have my Diploma in Social Work from the University of Toronto where I graduated in 1945 at the age of 20. This was a year or two before this school started granting degrees in Social Work. In the same year I obtained employment as a welfare worker with the Social Welfare Branch, British Columbia. I worked there until August, 1948 when I resigned in order to obtain my B.A. and am now attending the University of British Columbia as a full-time student.

I would appreciate it if you were to let me know at your earliest convenience what your policy is regarding summer employment. Thank you for your help.

Yours very truly.

Bernice Levitz

(Miss) Bernice Levitz.

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School Files

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1-1-1 S

(E)

27 February, 1950.

Mr. R. Murray Belway,
Trinity College,
University of Toronto,
Toronto 5, Ontario.

Dear Sir:

I have for answer your letter of February 20 and am pleased to note your interest in one of our seasonal schools.

Please find attached one of our standard application forms which I would like to have you complete and return to me immediately. We are filling these vacancies in the near future and hope that a decision can be passed to you at an early date.

Yours sincerely,

Bernard F. Neary,
Superintendent of Education.

Encl.

BFN/KM

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1-1-12
1-1-15

Trinity College
University of Toronto
Toronto 5, Ontario
February 20, 1950

Mr. B.F.Neary
Sup't. of Indian Education
Dep't. of Mines and Resources
220 Queen Street
Ottawa Canada

RECEIVED FEB 22 1950 RECORDS INDIAN AFFAIRS

12288

Dear Sir:

I am writing to seek information about the possibility of obtaining summer employment with your department. Specifically, I am wondering if there are opportunities of teaching the Indians in Ontario, or elsewhere, during the summer months, and if this work is at all remunerative.

I am a student at the University of Toronto, in my third year, specializing in English and French. I have taught both these subjects and others in a Northern Ontario High School in good standing with the Department of Education for Ontario. I have also worked with the Civil Service Commission of Ontario as a teacher of Basic English and Citizenship to New Canadians.

I should be grateful if you would send me any information you might have in answer to the question outlined above.

Yours truly,

R. Murray Belway

R. Murray Belway

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c o p y

Dear Mr. Cassie;

If there is an opening in one of your schools this summer holidays, would let me know? Would you also inform me re salary and pertinent facts?

Thanking you in advance,

I remain,

Yours truly,

Irene Phillips.

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1-1-15 ~~1-1-16~~

FIELD SERVICE

PLEASE QUOTE
2-32
FILE.....

CANADA

DEPARTMENT
OF
MINES AND RESOURCES
INDIAN AFFAIRS BRANCH

E-1

Deseronto, Ont.
March 3rd, 1950.

14773

Indian Affairs Branch,
Dept. of Citizenship and Immigration,
Ottawa, Ont.

Educational Division

Enclosed is copy of letter received from Mrs Irene Phillips, 56 Ridley Ave, Belleville, Ont. at present teaching in Shannonville School.

R.

D.R.CASSIE,
Superintendent Tyendinaga Agency.

FOR FILE PURPOSES ONLY.

Indian Affairs. (RG 10, Volume 6002, File 1-1-15, part 1)
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OUR FILE 9-11-2

YOUR FILE

1-1-15

CANADA

UNEMPLOYMENT INSURANCE COMMISSION

NATIONAL EMPLOYMENT SERVICE

31 Walnut St. S.,
Hamilton, Ontario,
February 23, 1950

Department of Mines & Resources,
Indian Affairs Branch,
Att'n Mr. B. F. Neary,
Superintendent of Indian Education,
220 Queen St.
OTTAWA, Ontario

Dear Sir:

Enclosed is an application from Mr. Peter Scargall, 42 Napier Street, Dundas, a second year Arts student of McMaster University. Mr. Scargall is applying to you for a position as summer teacher in an Indian Seasonal School. He is interested in teaching and plans to major in this subject.

It is understood that you prefer not to interview applicants prior to March 31, but it is assumed that you are prepared to consider written applications in the meantime, so that arrangements may later be made for interviewing those applicants in whom you are interested.

Yours very truly,

J. S. Brown
for
William Mayall,
Manager.

Enc.

Indian Affairs. (RG 10, Volume 6002, File 1-1-15, part 1)
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Male | Fem. | Vet. | 1914 | 1939 | Pen. | Ins. | 685 | N R | 1 | 2 | 3 | 4 | Insurance No. | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | Occ Code

APPLICATION FOR EMPLOYMENT

GENERAL

1. Print last name: SCARFIELD — First name: [illegible] — Middle name:

3. Main occupation (i.e. your usual work): TEACHING, OR ANY SUITABLE WORK

2. Full Postal Address: 42 Napier St. S. [illegible]

4. Secondary occupation (i.e. what other work can you do?):

Registration Date: 22 5 / 0[illegible] (Day Month Year)

App. No.

Section No

Renewals

APPLICANT MUST ANSWER CAREFULLY EVERY QUESTION LISTED BELOW

5. Give Telephone No. where you can be reached: 732 J. DUNDAS — Number

6. How old are you? 31 Years

7. Are you? Single Yes — Widow(er) — Married Yes

8. Give your height: 6 Feet — Inches

9. Give your weight: 185 Lbs

10. Languages spoken: English Yes / NO — French Yes / NO — Name others

11. How many dependents have you? (include your wife) None — Number

12. What grade did you complete at school? Yes I attended Niagara — Grade

13. Describe any disabilities you may have: None - No [illegible]

14. If a member of a Union state: Name — Local No

15. Did you serve in: 1914 War — 1939 War

16. Theatre of Service

17. Rank on enlistment — Rank on discharge

18. Reg. No — Unit

19. If you have a pension, what percentage?

Veterans Only

20. Trade qualifications received during service:

21. State machines you can operate: INTERNATIONAL [illegible]

22. State what tools you can use

23. MARK WITH AN X ANY OF THE FOLLOWING WORK YOU HAVE DONE

Construction	Sawn off	Surface Mines	Laundry	Cook assisting	
Factory	Steel on Hand	Hotel Restaurant	Waiter	Domestic	
Maintenance	Bush	Hospital	Cook	Char	

24. Are you applying for: Full Time Work — Part Time Work

25. Would you accept a job that is not your usual work out of town: Yes or No

DESCRIBE BELOW YOUR PRESENT OR LAST JOB

26. Name of Employer: Gray's Pharmacy — Address: [illegible]

What work did you do? [illegible]

What wages did you receive? per hour — per week — per day — per month

Are you still working there? — or When did you leave? — How long did you work there?

DESCRIBE YOUR PREVIOUS JOB (previous to the one above.)

27. Name of Employer: Westinghouse — Address: [illegible]

What work did you do? Automatic [illegible]

When did you leave? 1941

How long did you work there? 11 yrs

What wages did you receive? per hour — per week — per day 7.5 — per month

DESCRIBE BELOW YOUR LONGEST PREVIOUS JOB (in the last 10 years)

28. Name of Employer — Address

What work did you do?

When did you leave? — How long did you work there?

What wages did you receive? per hour — per week — per day — per month

29. Give any additional information about your education or experience that would be helpful

Worked in almost every type of store part time. painter. Used papering factory work underground mining accounting. [illegible]

30. I have been informed of my Unemployment Insurance Benefit Rights.

SIGNATURE OF APPLICANT

SIGNED Peter Scarfield

Sign your name here

UIC 701 615M-6-43

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1-1-12 OUR FILE 9-11-2

YOUR FILE

CANADA

UNEMPLOYMENT INSURANCE COMMISSION 10523

NATIONAL EMPLOYMENT SERVICE

31 Walnut Street South,
Hamilton, Ontario,
Mar. 10, 1950.

The Dept. of Mines & Resources,
Indian Affairs Branch,
220 Queen Street,
OTTAWA, Ontario.

Att. Mr. ... L. Leary, Supt. of Indian Affairs.

Gentlemen:

Enclosed is application from Mr. Stanley J. Szabo, an undergraduate of McMaster University, Hamilton, who plans to major in Honour French and Spanish with a view to proceeding on to the Ontario College of Education. Mr. Szabo is applying to you for summer employment in reference to your notification to our Executive and Professional Division (U-168) for teachers for Indian seasonal schools in Ontario and Manitoba. Our applicant will be available for employment about May 15.

It is understood that you prefer not to interview applicants prior to March 31, but we assume that you are prepared to consider written applications now, so that you may make arrangements later for the interview of those applicants in whom you are interested.

Your early advice regarding the disposition of this application will be appreciated.

Yours very truly,

J. S. Brown
for
William Mayall,
Manager.

Enc.

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1-1-15

42 Napier St. E.,
Sudbury, Ont.,
Feb. 20th, 1930

12235

Dr. B. F. Neary,
Supt. of Indian Education.

REGISTERED
FEB 22 1930
RECORDS
INDIAN
AFFAIRS

Dear Sir:

As I have not heard from you regarding my letter of early January, I am applying again for the position advertised at the University. As I lived in Saskatchewan for some years, having taught school and living with the Indians, I think I can inquire pretty closely about what the conditions will be like.

I am now in my second year of Honours English and Philosophy. My friend who is applying with me, is in his second year of Honours Geography.

I hope that by the time that you receive this letter you may have found my application.

Could you give us some idea of what kind of work we would be doing, whether it includes board - the amount stated in the advertisement?

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Would it be possible for us to go to northern Manitoba? And, if so, do we have to pay our own fare there and back?

Yours sincerely,

Patsy Sanderson

c/o Victor Kim

120 Park Row,

Stony Creek,

(Ont.)

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J

163 Arlington Street
Winnipeg, Man.
March 3rd/50

Department of Indian Affairs
Ottawa Ontario

15221

Dear Sir;

In the near future, that is in May, I hope to graduate from Arts at United College (University of Manitoba) and following this I plan to [illegible]. Before continuing further with Theology or Education I would like to get some experience in the field of teaching. In the future I would like to take up [illegible] education if I should be successful in obtaining that position. If you require any further information you could enquire concerning the education for the [illegible] and their qualifications.

On this same letter I would like to apply for a position there if you have any with your department in the United Province of British Columbia.

I am a married man with a three month old baby twenty-seven years of age and in good health. Thanking you in anticipation I remain

Sincerely
(Mrs) Thos. A. Henderson.

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CANADA

DEPARTMENT
OF
MINES AND RESOURCES
INDIAN AFFAIRS BRANCH

PLEASE QUOTE
FILE 1-1-8 (E)

OTTAWA, February 10, 1950.

Memorandum:

DR. PROCTOR

Sioux Lookout Agency

Do you require the services of a Registered Nurse for the summer months at one of the reserves in the above agency? I have a teacher now attending Queen's University who has offered to go with his wife to Northern Ontario for the summer months. He is 26 years of age, has a B.A. degree and three years in the R.C.A.F.

His wife is 25 years of age and is a Registered Nurse, presumably in the Province of Ontario. Could you please give me a phone call concerning this matter.

B. F. Neary

Bernard F. Neary,
Supt. of Indian Education.

Further to our telephone conversation on Feb 10.
We would be pleased to have a completed application form with a view to using the nurse at Sioux Lookout or available out of Sioux Lookout in the satellite stations. Husband might find employment in a casual basis at our hospital, or one of our nursing stations if not otherwise occupied.

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COPY

IND H S 46 1M 5-47 IND P. 48

DEPARTMENT OF NATIONAL HEALTH AND WELFARE

APPLICATION FORM—NURSES — INDIAN HEALTH SERVICES

(1) Name ..... (Surname) ..... (Christian Names) ..... (2) Sex

(3) Address ..... (4) Phone No.

(5) Length of Residence in present locality

(6) Place of Birth ..... (7) Racial Origin (e.g., English, Irish, French, etc.)

(8) Date of Birth ..... (9) Age last Birthday

(10) British Subject by birth or naturalization (11) Bilingual (Yes or No)

(12) Religion ..... (13) Householder (Yes or No)

(14) Married, single, widow or widower ..... (15) Number of dependents

(16) Height ..... (17) Weight ..... (18) Are you in good health?

(19) Have you any defect of sight, hearing, speech, limb or otherwise?

(20) If so, give details

(21) Have you ever been hospitalized for Tuberculosis?

(22) Do you consider yourself physically fit to carry on nursing duties in a hospital?

(23) Travelling on reserve duty?

(24) Were you ever employed in the Civil Service?

(25) If yes, in what Departments and your reasons for leaving?

(26) Have you ever been charged with an offence? (Yes or No) (27) If so, were you called before a court of justice to answer the charge against you? ..... (28) What was the charge?

(29) What was the judgment in the case?

(30) Have you ever been dismissed from or been forced to resign from any position? (Yes or No)

(31) Give details:

(32) Military Service	Great War—1914-1918	War with German Reich- 1939
Branch of Service and Date of Enlistment		
Date of Discharge		
Service in Canada	.....	(Dates)
Other Theatres of War	.....	(Place and Dates)

(33) Regimental Number ..... (34) Pension Number

(35) Percentage of pensionable disability ..... (36) Amount of Pension (monthly) $

(37) Nature of disability ..... (38) Decorations

Preference to Certain Widows

If you are a widow, did your husband die owing to active service overseas in any of the forces of His Majesty or to service on the high seas in a sea-going ship-of-war in the naval forces of His Majesty or of any of the allies of His Majesty during the war of 1914-1918 or the present war?
If so, give your husband's name in full, his identification number, indicate the force in which he served and where he was domiciled at date of enlistment

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EDUCATION AND QUALIFICATIONS

(39) What High School, Collegiate or University education did you obtain?

(40) Where, give dates

(41) What was your standing on leaving High School or Collegiate?

(42) Are you a graduate of a recognized training school? . . (43) Where?

(44) In what hospital or hospitals did you receive your nurse's training?

(45) Give dates .

(46) Did you complete your training as a nurse? . (47) If not, why?

(48) If so, at what age? . . (49) When?

(50) Give details of course with dates

(51) Are you registered as a nurse in a Canadian Province?

(52) If so, in what province or provinces?

(53) If not, do you intend to register? (54) What Province?

(55) Give date of registration and number What institutional experience have you had since graduation?

(56) How much experience in private nursing?

(57) What special courses?

(58) What experience have you had in giving anaesthetics

(59) What experience in maternity nursing?

(60) What experience in surgical nursing?

(61) Have you a Diploma from a Canadian University or Public Health Nursing School?

(62) If so, give particulars

(63) What is the lowest entrance salary you will accept?

(64) How long are you willing to undertake service with this Department?

(65) Are you willing to serve in any part of Canada, including remote districts

(66) Can you drive a motor car?

(67) When will you be prepared to report for duty?

Testimonials as to Character

(68) Names, addresses and occupations of three referees (not relatives); persons well known in your community:

1.

2.

3.

Statutory Declaration

Declared before me at
in the province of
this day of 19

A Notary Public, Justice of the Peace, a Commissioner for taking Oaths in and for the province of

To be read to and declared by Applicant

And I declare that I have answered all of the questions in this application and the answers as made by me are true and I make this solemn declaration conscientiously believing it to be the truth and knowing it to be of the same force and effect as if made under oath by virtue of the Canada Evidence Act.

(Signature of Applicant

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1-1-1X

APPLICATION FOR EMPLOYMENT, RE-CLASSIFICATION, OR SALARY REVISION AS AN INDIAN DAY SCHOOL TEACHER.

I. [redacted] of School .....

II. PERSONAL QUALIFICATIONS: 14552

Name in full (please print)
R. Murray Belway
(Mr. Mrs. Miss Rev.) (Surname) (Christian Name)

Date of Birth January 6, 1927 Country of Birth Canada
Sex male Marital Status ..... No. of Dependents .....
Religious Denomination Anglican Health excellent
Canadian Citizenship yes Racial Origin Anglo-Saxon

III. PROFESSIONAL AND ACADEMIC QUALIFICATIONS: Service in H. M. Forces .....

I attended High School at Trinity College, Univ. of Tor, in the Province of Ontario for III years and received a Grade ..... Certificate. I then attended Humberside Collegiate Toronto University for a period of ...5.. years and received a .....
..... degree (only where applicable; give other details of additional education on back). Cf. back

I attended a Teacher Training Course at .....
Normal School in the Province of ..... for ..... months in the years .....

I hold a ..... Class Teacher's Certificate of a ..... (temporary or permanent) nature in the Province of .....
..... It is numbered ..... dated ..... and is valid until .....

IV. TEACHING EXPERIENCE:

Dates	Name of School	Town & Province	Total Years
1. 1948-1949	Sch. No. I	White River, Ontario	I
2.	.....	.....	.....
3.	.....	.....	.....

(Please account for all teaching experience, use other side if additional space is necessary)

My total teaching experience is ..... years in Indian Schools and .....I.... years in Provincial Schools.

V. SUMMER SCHOOLS - In order to qualify for salary increments as shown in the schedule, I certify that I have attended the following professional summer schools, conducted by Provincial Departments of Education or Canadian Universities for a duration of four weeks or more in length:

Year	Course Taken	By Whom course was conducted	Length of Course in Weeks
1.	.....	.....	.....
2.	.....	.....	.....
3.	.....	.....	.....

VI. SPECIAL QUALIFICATIONS:

List any special qualifications you have for Indian work Teaching Basic English to New Canadians for the Department of Education for Ontario: From January 1948 until June 1949

VII. REFERENCES AND INSPECTOR'S REPORTS

Please attach copies of references and your latest Inspector's Report (if any).

VIII. I therefore request, in view of my qualifications and experience as detailed above, that I be classified as a Grade ..... teacher and that my salary as a teacher in the ..... Indian Day School for the ..... year be set at $ ..... according to the salary schedule.

I understand (i) that all salary increases are clearly described in the schedule regulations as for "satisfactory service", (ii) that therefore it will be necessary for the Indian Affairs Branch to carefully consider School Inspectors' and other reports submitted upon my teaching service.
(Note: Details of our salary schedule are available in all Indian Agency offices. If the application is sent in with part of Section VIII left blank, we will inform you of the salary you would receive in our service).

R. Murray Belway — Signature
Trinity College, Toronto — Address
March 1, 1950 — Date

(Education Division, Indian Affairs Branch, Department of Mines and Resources)

(over)

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Remarks:

(1) For Inspectors Report see Mr. R. Ritter
Inspector of Schools
Sudbury Ontario.

or: Mr. S. Roddis
Sec-Treas. of High School
White River Ontario.

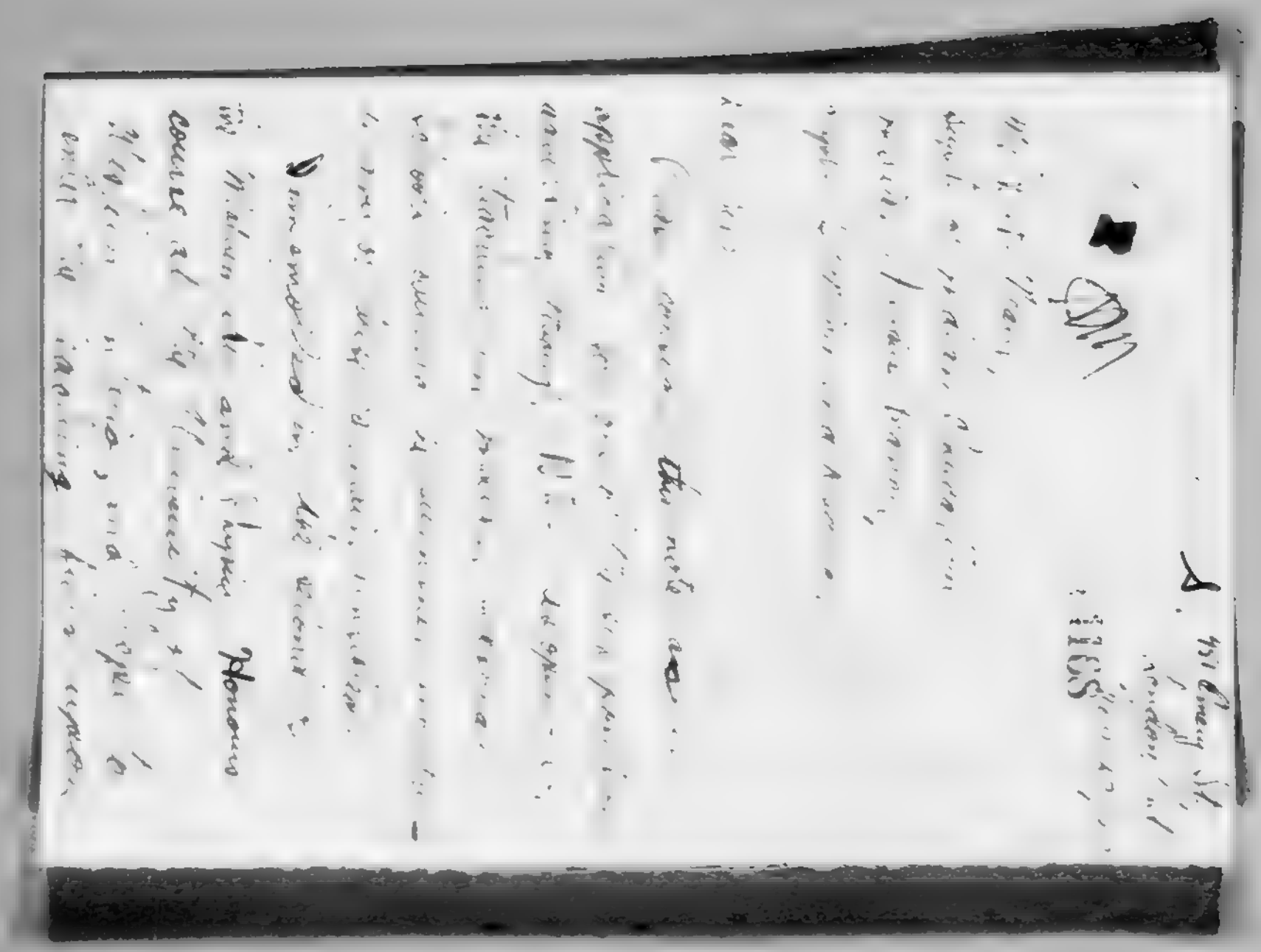
(2) Salary considerations may be left to the discression of your Department.

(3) I was~~s~~ teaching for the Department of Education for Ontario on a temporary certificate.

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graduation I am now looking
opportunities for summer employment
in civilian [illegible] work
will would be greatly appreciated.
My previous experience has been
limited to aerial lectures given
during COTC Training, Boy Scout
instruction, and a few mid-
school lectures.

I feel that I am physically
capable of handling such work.
I am 5'-9" and weigh 155 lbs and
have been given an A-1 physical
rating by both Canadian Army and
RCAF (with exception of eyesight -
I require glasses).

I would appreciate your consideration
in the above - I can furnish
further information if you desire.

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CAL. PEARSON

623 Bayview Ave.
Inside Toronto Ont.
March 1950

15381

Dear Sir:

I am a third year Hon
Anthropology at the University of
Toronto, and as such I am
very interested in taking a
summer job with your Dept
in this regard. I believe Mr.
A. F. McIlraith has written
one of my applications for
a position. There are a few
questions, I would like
answered. These are: (1) Is the
work hard? (2) Does the job
pay for subsistence and how
(3) Is the work steady
or is there any chance of
being laid off. Any other
information that I might
need with regards to the
duties, in order that I may
know if the duties

Thank you

Yours truly

for Secretary's file
for statement
see AFM 7-4-50

REGISTERED MAR 7 1950 RECORDS INDIAN AFFAIRS

CP

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1-1-1 S

18877

P.O.Box 244,
Sackville, N.B.
March 20, 1950.

Mr. Bernard F. Neary,
Superintendent of Education,
Department of Mines and Resources,
Indian Affairs Branch,
Ottawa, Ontario.

Dear Mr. Neary:

In your letter of December 2, (File 1-1-1 S (E)), you requested that I write you again at this time, also expressing optomism with regard to placing me in one of your seasonal schools. I assure you that my interest has remained keen.

I shall be nineteen on the 3rd of June, and early in May I shall have completed a second year of study towards my degree in Arts at Mount Allison University. I would willingly submit whatever information you may demand.

If you find it impossible to offer me a position this summer, I trust that I may be informed of this, in order to devote some attention to other means of employment.

Yours respectfully,

Allison B. Connell Jr

Allison B. Connell Jr.

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1-1-15

244 Frontenac St.,
Kingston, Ont.,
Mar. 21, 1950.

Mr. B. G. Neary,
Supt. of Indian Education,
220 Laurier St.,
Ottawa, Ont.

1952

Dear Mr. Neary,

I have seen the notice asking for teachers for the Indian schools in Northern Ontario, and am very much interested in it. I am a fully qualified teacher with ten years' experience, now in an Ark camp at Queen's University. Will you kindly send me two or three application forms for this work? Thank you.

Sincerely yours,
Mary McAuley.

Letter dated 24.4.50

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1-1-15

HURON COLLEGE RESIDENCE.
LONDON, ONT.

March 2,1950

14671

Colonel B.F.Neary,
Superintendent of Education,
Indian Affairs Branch,
Department of Mines and Resources,
Ottawa,Ontario.

Dear Sir;

Enclosed you will find the forms filled out for summer work in Indian Day Schools in the Diocese of Moosonee.These forms were sent to Dr.O'Neil principal of Huron College by Bishop Renison and the principal asked me to forward them to you on completion,which I am doing.Hope they are satisfactory.

I remain:

Sincerely yours,

Robert W. Ross

Robert.W.Ross
Huron College.

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ROUTE SLIP

PASS TO: [redacted]

1. 1-1-15
2. [illegible]
3. .....
4. .....

Date 9/3/50

Initials [illegible]

1-1-1 (1)

, March , 1915.

Mr. Norman F. Collier,
[illegible] Avenue S.,
[illegible]ton, Ontario.

Dear Sir:

I have for answer your letter of March [illegible] and [illegible]ure that you are [illegible] in full-time employment or in [illegible]loyment.

If no, [illegible] are chiefly concerned with the [illegible] of those holding [illegible] certificates. You do not state in your letter whether you have any such certificate.

I would [illegible]ple[illegible] to hear from you with [illegible]ation concerning the above point.

Yours sincerely,

[illegible]rd F. Leary,
Superintendent of [illegible]ion.

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1-1-15

1-[redacted]1X(E)

250 Gage Ave. S.,
Hamilton, Ontario,
March 27, 1930

Mr. B. A. Fearn,
Superintendent of Education,
Department of Citizenship and Immigration,
Indian Affairs Branch,
Ottawa, Ontario.

21773

Dear Sir,

In reply to your letter of March 20, I wish to supply the statements of my previous letter as regards the type of employment I am applying for. I am applying for casual employment for the summer period. It is my intention to attend Normal School in the fall, after obtaining my degree and, though I do not hold a teaching certificate as yet.

Yours truly,

Norman A. Collins

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Male | Fem. | Vet. | 1914 | 1939 | Pen. | Ins. | 685 | N.H. | 1 | 2 | 3 | 4 | Insurance No. | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | Occ. Code

APPLICATION FOR EMPLOYMENT

GENERAL

Registration Date: 4-2-50 (Day Month Year)
App. No.
Section No.
Renewed

1. Print last name: Dzubo — First name: Gustav — Middle name: James
2. Full [illegible]: 127 Charlton Ave E, Hamilton Ont
3. Main occupation (i.e. your usual work): Unskilled Labourer
4. Secondary occupation (i.e. what other work can you do):

APPLICANT MUST ANSWER CAREFULLY EVERY QUESTION LISTED BELOW

5. Give Telephone No. where you can be reached: 7-6816 (Number)
6. How old are you? 40 Years
7. Are you? Single... Widow(er)... Married
8. Give your height: 5 Feet 10 Inches
9. Give your weight: ... Lbs.
10. Languages spoken: English ... French ... Name others ... (YES NO)
11. How many dependents have you? (include your wife): ... Number
12. What grade did you complete at school? 4th Grade Matriculation Pass
13. Describe any disabilities you may have.
14. If a member of a Union state: Name ... Local No. ...

Veterans Only

15. Did you serve in: 1914 War No; 1939 War No
16. Theatre of Service
17. Rank on enlistment ... Rank on discharge ...
18. Reg. No. ... Unit ...
19. If you have a Pension, what percentage? ... %
20. Trade qualifications received during service

21. State machines you can operate: Knitters Experienced in Spinning Mill
22. State what tools you can use

23. MARK WITH AN (X) ANY OF THE FOLLOWING WORK YOU HAVE DONE

Construction		Sawmill		Surface (Mine)		Laundry		Cook assisting	
Factory		Section Hand		Hotel - Restaurant		Waiter		Domestic	
Maintenance		Bush		Hospital		Cook		Char	

24. Are you applying for: Full Time Work ... Part Time Work
25. Would you accept employment away from your usual work but in town? Yes or No

DESCRIBE BELOW YOUR PRESENT OR LAST JOB

What work did you do? Labour work
Are you still working there? Yes — or When did you leave? Summer work — How long did you work there?
Name of Employer: Dominion Foundary & Steel — Address: Hamilton
What wages did you receive? $1.20 per hour — $50 per week — per day — per month

DESCRIBE YOUR PREVIOUS JOB (previous to the one above.)

27.
Name of Employer: Steel Co of Canada — Address: Wilcox Plant
What work did you do? Gen Labour + Knitters work
When did you leave? Summer Work — How long did you work there?
What wages did you receive? 87½ per hour — per week — per day — per month

DESCRIBE BELOW YOUR LONGEST PREVIOUS JOB (in the last 10 years)

28.
Name of Employer: Above job with Dom Foundary
What work did you do?
When did you leave? — How long did you work there?
What wages did you receive? ... per hour ... per week ... per day ... per month

29. Give any additional information about your education or experience that would be helpful

30. I have been informed of my Unemployment Insurance Benefit Rights.

- SIGNATURE OF APPLICANT

(Signed)
GUSTAV SZABO
Sign your name here

UIC 701 615M-6-49

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1-1-1X

250 Hayes Ave.,
Hamilton Ontario
March 9, 1950

E-1

Indian Affairs Branch,
Department of Mines and Resources,
220 Queen Street,
Ottawa, Ontario.

16613

Attn: Mr. B. F. Neary,
Supt of Indian Education.

Dear Sir:

Notice of employment opportunities with your Department in the field of education has been posted at McMaster University.

I am interested in education and plan to complete my studies in this direction after graduation.

I have served for a number of years as a leader in a youth organization

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attached to a local church and have gained valuable experience as a instructor in a number of phases of this group's work. Further - have taught a Sunday school class of boys for several years. Five years ago I also worked as a counsellor at Pioneer Boys' Camp, Port Sydney Ontario.

I am a Senior in a three year history course and have taken besides history courses in English, Geography, Economics and Psychology.

Further details regarding the salary, conditions and location of the work required would be appreciated.

It is hoped that this application will meet with your consideration

Yours truly, Norman J. Tollier

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1-1-15

346

St. Stanislas 21/3/50.

Mr. U. Larivière,
Amos.

Sir:

Some time ago I wrote to you about a position in an Indian Reserve during the summer months. I received a questionnaire from the Minister, Ottawa. I filled it in and returned it on January 22. As yet I received no answer, I would like to know; for I am taking a Modern commercial course at St. Hyacinthe in order to be free at that time.

I am,

Yours very truly,

(Signed) Paul Lacoursière,
St. Stanislas,
Champlain Co.

Translation,
LMJS/YB/CL
29-3-50.

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For Education Division
and reply.

H. Lariviere Supt. Abitibi
March 28nd. 1950

St Thomas 21/2/50

28
#46

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KODAK SAFETY ▲ FILM

APPLICATION FOR EMPLOYMENT, RE-CLASSIFICATION, OR SALARY REVISION AS AN INDIAN DAY SCHOOL TEACHER.

I. Name of School .....

II. PERSONAL QUALIFICATIONS:

Name in full (please print)

.....Ball.....John Hamilton.....
(Mr. ~~Mrs. Miss Rev.~~) (Surname) (Christian Name)

Date of Birth Sept. 15, 1924..... Country of Birth .Canada.....
Sex ....M..... Marital Status Single..... No. of Dependents .None.....
Religious Denomination Church of England. Health .....Good.....
Canadian Citizenship born in Canada... Racial Origin ~~English~~ Scottish

III. PROFESSIONAL AND ACADEMIC QUALIFICATIONS: Service in H. M. Forces ..... year (Army)

I attended High School at .Central Collegiate..... in the Province of ..Ontario...(Hamilton for .4. years and received a Grade .13.. Certificate. I then attended .McMaster University University for a period of .4... years and received a (am completing 5th year for Honour B.A.: degree (only where applicable; give other details of additional education on back).

I attended a Teacher Training Course at ..... Normal School in the Province of ..... for ..... months in the years .....

I hold a ..... Class Teacher's Certificate of a ..... (temporary or permanent) nature in the Province of .... It is numbered ..... dated ..... and is valid until .....

IV. TEACHING EXPERIENCE:

Dates	Name of School	Town & Province	Total Years
1.	.....	.....	.....
2.	.....	.....	.....
3.	.....	.....	.....

(Please account for all teaching experience, use other side if additional space is necessary)

My total teaching experience is ..... years in Indian Schools and ..... years in Provincial Schools.

V. SUMMER SCHOOLS - In order to qualify for salary increments as shown in the schedule, I certify that I have attended the following professional summer schools, conducted by Provincial Departments of Education or Canadian Universities for a duration of four weeks or more in length:

Year	Course Taken	By Whom course was conducted	Length of Course in Weeks
1.	.....	.....	.....
2.	.....	.....	.....
3.	.....	.....	.....

VI. SPECIAL QUALIFICATIONS:

List any special qualifications you have for Indian work .....
.(a knowledge of Indian crafts.).....
.....

VII. REFERENCES AND INSPECTOR'S REPORTS

Please attach copies of references and your latest Inspector's Report (if any).

VIII. I therefore request, in view of my qualifications and experience as detailed above, that I be classified as a Grade ..... teacher and that my salary as a teacher in the ..... Indian Day School for the ..... year be set at $ ..... according to the salary schedule.

I understand (i) that all salary increases are clearly described in the schedule regulations as for "satisfactory service", (ii) that therefore it will be necessary for the Indian Affairs Branch to carefully consider School Inspectors' and other reports submitted upon my teaching service.
(Note: Details of our salary schedule are available in all Indian Agency offices. If the application is sent in with part of Section VIII left blank, we will inform you of the salary you would receive in our service).

John H. Ball. 79 Arkledun Ave. Feb. 24/50.
Signature Address Hamilton, Ont. Date

(Education Division, Indian Affairs Branch, Department of Mines and Resources)

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I attended preliminary year at Mc Masters University besides the regular 4 year Honour English course.

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1-1-1 8.

3798

79 Arkledun Ave.,
Hamilton, Ont.,
February 24, 1950.

Mr. B. F. Neary,
Supt. of Indian Education,
Indian Affairs Branch,
Dept. of Mines and Resources,
Ottawa, Ont.

Dear Sir:

Thank you very much for your letter of February 14 and for the enclosed application form. This I have filled out, where possible, and return to you herewith. You were correct in assuming that I am interested in teaching in one of the seasonal schools. If convenient I should prefer to be located in Ontario, rather than in Manitoba.

Yours sincerely,

John H. Bell

Indian Affairs. (RG 10, Volume 6002, File 1-1-15, part 1)
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285 Charlton Ave. West
Hamilton, Ontario.
March 24, 1924.

Mr. D. C. Scott,
Indian Affairs Branch,
Dept. of Interior and Immigration,
220 Queen St. Ottawa.

721

Dear Sir:

The writer has lately graduated in History and Economics from McMaster University, and is now taking Graduate work at Toronto University. My ultimate goal is the teaching profession and the writer, desiring some experience in the field, herewith submits an application for a position in the Indian Seasonal Schools during the forthcoming summer.

Should a limited attachment to those whom I would instruct, and I would do my utmost to further the

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[illegible] location of these people. My health
is quite good; and I would be
willing to take a position anywhere
[illegible] in the early days of May to the middle
of September.

Thanking you in anticipation of
[illegible]

I am

Yours very truly
[illegible]

Indian Affairs. (RG 10, Volume 6002, File 1-1-1S, part 1)
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copy for 1-1-18

481-1-37
(E)

, March 27, 1950.

Mr. Gordon Campbell,
32 Grey Street,
Cambridge, Mass.

Dear Mr. Campbell:

I have for answer your letter of March 17 concerning summer employment in our Department.

We hire a number of university students and graduates in Indian schools in Northern Ontario and Quebec but most of these positions are filled at the present time.

We usually secure the services of anthropology students from the University of Toronto as Professor McIlwraith is anxious to have these students obtain some field work during the summer.

I am sending you one of our standard application forms in the event a vacancy arises which might interest you.

Yours sincerely,

Bernard F. Neary,
Supt. of Indian Education.

BFN/MMcN

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1-1-18

University of Toronto
TORONTO 5, CANADA

DEPARTMENT OF ANTHROPOLOGY

7 March 1950

Lieut.-Colonel B. F. Neary,
Superintendent of Education,
Indian Affairs Branch,
220 Queen Street,
Ottawa, Ontario,

Dear Colonel Neary,

I am not sure of the procedure, but I wonder if you could give me further information as to when you will be making a definite decision about anthropological students for summer teaching work. As I told you, I have a number of lads anxious to carry on this type of work who are as well qualified as were Brown and Bond last year; if they were successful, I have every reason to expect these others would do a comparable job. However, students, naturally, have to know about the summer, and it would be very helpful if you could let me know how many openings there will be, and when you would like details of those who are eager for them.

With best regards,

Yours sincerely,

T. F. McIlwraith

TFM:DIM

T. F. McIlwraith

Indian Affairs. (RG 10, Volume 6002, File 1-1-18, part 1)
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1-1-13( )

, April 5, 1950.

Professor T.F. McIlwraith,
Department of Anthropology,
University of Toronto,
Toronto 5, Ontario.

Dear Professor McIlwraith:

As usual, it is difficult to get people to make up their mind, and I have been in correspondence now for some months with several of the teachers who taught for us last year. At the present time, I am certain of two definite vacancies other than that at Pekangekum previously filled by the Dunlings.

These two vacant positions are as follows:-

(a) Bear Island School - Roman Catholic teacher required - 16 miles from Temagami on Ontario Northland Railway. There are only ten children with a good frame school but no teacherage. This is a well-known summer resort, and the school is reached by boat from Temagami. Former teachers have boarded near the school.

( ) Martin School - Protestant teacher required - 300 miles from Sioux Lookout, Ont. (reached only by tractor train). The school has a teacherage attached, and the

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teacher last year spent a great part of his time building this log school. It is a good building, and the attached teacherage, while small, is warm and comfortable. This school can be reached only by air. There are forty-seven children practically all of whom are in Grade I.

There is also a possibility of a vacancy at the Deer Lake Seasonal School which is 195 miles from Lac du Bonnet, Manitoba. This school is situated in Ontario but is only reached through Winnipeg. Another possible vacancy is at Hays Flatte in the Fort Arthur Agency, but I will write to you concerning these when definite information is available.

I am sending you application forms for the teachers whom you will have in mind for the Bear Island and Bearskin Schools.

With kind personal regards,

Yours sincerely,

Bernard F. Neary,
Superintendent of Education.

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ROUTE SLIP

PASS TO: [redacted]

1. 1-1-18
2. E
3.
4.

Date 6/4/50

Initials LDM

1-1-18 ~~1-1-26~~

[redacted]

21 Lippincott Street,
Toronto 2B. Ontario,
March 28, 1945.

180

Mr. B.F. Neary,
Supt. of Education
Ottawa, Ontario;

Dear Mr. Neary;

Today, in the University of Toronto Employment Office, I have learned that a position was opened during the summer months for a teacher on an Indian Reserve. I would like to receive full particulars concerning this position.

I am a second year Arts student at the University of Toronto and I have had three months of teaching experience in a one-room school up North about ten miles from Matheson, Ontario.

Yours Very Truly,
John W. Kentila.

MAR 1945
INDIAN AFFAIRS

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247 Frontenac St.
Kingston, Ont.
April 5, 1950.

2646

Mr. J. D. Neary,
Superintendent of Indian Education,
Ottawa, Ont.

Dear Mr. Neary,

I am offering this as my application for a teaching job with the Indians in Northern Ontario as has been advertised here at Queens University.

At present I am in the 4th course here, and I hope to get my degree next year. My courses are English, Biology, and Psychology. I like participation and organization of team sports or an outdoor life.

Since summer employment arrangements must be completed as soon as possible, will you kindly let me know when such appointments are made, and if there is a chance of my application being accepted?

Yours truly,
Mary MacAulay.

Indian Affairs. (RG 10, Volume 6002, File 1-1-15, part 1)
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Name Mary Lenton MacAulay.
Age 31 yrs.
Height 5' 4"
Weight 135 lbs.

Education: Glace Bay Public and High School, Glace Bay, N.S.
Grade XII certificate (highest grade that can be obtained in N.S.)
Superior First Class, Class A, Provincial Normal College, Truro, N.S.
Two summer sessions, Teachers Summer School, Halifax, N.S.
Courses taken in Halifax included nature, vocational guidance (2 courses), methods in education, and geography.
Teachers Summer School, University of Toronto, Psychology.
Completing second year Arts course at Queen's University.

Experience: 10 years on staff of Glace Bay Public School - one year of which was spent as an exchange teacher in Saskatchewan.
Summer camp work with Y. W. C. A.
Summer camp work with Canadian Girls in Training.
Nurses Aide in Grace Hospital, Detroit, Michigan, during summer months.

References. Dr. A. E. Kerr, President Dalhousie University
Dr. A. S. Weir, Queens University.
Dr. H. D. Scott, M. D., Queens University.
Miss Anne Callahan, R.N., Superintendent Grace Hospital.

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33 Main St.
Lennoxville
Que., Cepr. 5th

Mr. B.J. Neary,
Dept of Mines & Resources
220 Dunn St.
Ottawa, Ont

1327

Dear Sir

It was brought to my attention recently that there are openings for University students for the Summer months teaching in Indian Schools in the Province of Ontario.

I am a Senior Student at Bishop's University Lennoxville, Quebec, and will be free for the Summer, after which I plan to return for a Teacher's Course. It occurred to me that a few months teaching experience might be ideal even under the adverse or "rough" conditions set forth in the National Employment Bulletin re Summer jobs in Indian Schools.

If there is still a call for Teachers in your department could you tell me how more of the details. Where

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I might be situation is ; Located. How "rough" the duration of the school terms etc. ; How large the schools are ;
I will be looking forward to your reply at your convenience
With much appreciation, I am

Yours Truly,
W. Roy Langley.

B.

I am a veteran (4 years RCAF Medical) and am 28 years old.

Indian Affairs. (RG 10, Volume 6002, File 1-1-15, part 1)
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1-1-1 L

University of Toronto
TORONTO 5, CANADA

DEPARTMENT OF ANTHROPOLOGY

12 April 1950

File 1-1-13 (E)

Lieut.-Colonel Bernard F. Neary,
Superintendent of Education, 4116
Department of Citizenship,
Indian Affairs Branch,
Ottawa, Ontario.

Dear Colonel Neary,

Many thanks for your letter of April 5th. I have two lads whom I am glad to recommend to you, and I am passing on relevant information to them.

One of those whom I am recommending is V. F. Valentine. He is one of our Third Year Honour students, whose work has improved consistently throughout, and of whom I think much more highly now than I did two years ago. Valentine is a quiet, unassuming lad, ex-Navy and a Roman Catholic. He is the one I would recommend for the Temagami school, and I do so with very real confidence. He is a thoroughly satisfactory kind of person.

The other man I am recommending is C. T. Pearson, also one of our Third Year Honour students. ~~Pearson is a~~ younger boy, straight from high-school, and I have sometimes to remind myself that our present generation of students are of post-war vintage, without the broadening effect of service in the armed forces. Pearson bubbles with enthusiasm, eagerness and energy, but he has not Valentine's steady judgment. I would not recommend Pearson unless I had great confidence in him, but he certainly belongs to the age grade that has grown up since the war.

I am not at all sure that I have any other man whom I could recommend unreservedly. We have a couple of girls available, and if you find that you need another man, I will be more than delighted to try to see what I can do. We have been lucky in getting our people placed this summer, including three with the National Museum and one with the Geographical Board.

With best regards,

Yours sincerely,

T. F. McIlwraith

T. F. McIlwraith

TFM:DIM

Indian Affairs. (RG 10, Volume 6002, File 1-1-13, part 1)
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1-1-12.

April 14,1950
92 Balsam Ave.s.
Hamilton,Ont.

B.F.Neary Esq.,
Indian Affairs Branch,
Dept. of Mines and Resources,
Ottawa

5069

Dear Sir:-

I would like to apply for a position with you this summer as a teacher in one of the schools of Indian Education.I am completing the last year of my Master's Degree in History at the University of Toronto;I completed my Bachelor's Degree at McMaster in 1948.

This past year I gained teaching experience as a supply teacher with the Hamilton Board of Education.Although I am not a qualified teacher,this experience would assist me as a teacher in your Department.If you wish I can forward to you a letter of recommendation from the Principal of the school at which I taught.

Ihave always been interested in the conditions of Canada's Indian population and I would be very pleased to work with them.Iam familiar,to a degree,with the Indian people of Northern Ontario,and their conditions;Iwas employed in the area around Blind River,one summer,with the Bell Telephone Co.,where I met many of them.

I would be very pleased,sir,if you would consider my application.

Yours sincerely

Robert L. Hawkes

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Male	Fem.	Vet.	1914	1939	Pen.	Ins.	585	N.R.	1	2	3	4	Insurance No.	5	6	7	8	9	10	11	12	13	14	Occ. Code

APPLICATION FOR EMPLOYMENT

GENERAL

1. Print last name: WHITEHILL — First name: MALCOLM — Middle name: WILLIAM

2. Full Postal Address: 225 CHARLTON AVE E., HAMILTON

3. Main occupation (i.e. your usual work): LABOURER

4. Secondary occupation (i.e. what other work can you do?): MACHINE OPERATION

Registration Date: Day Month Year

App. No.

Section No.

Renewal

APPLICANT MUST ANSWER CAREFULLY EVERY QUESTION LISTED BELOW

5. Give Telephone No. where you can be reached: 2-6112 (Number)

6. How old are you? 21 (Years)

7. Are you? Single X Widow(er) Married

8. Give your height: 5 Feet 9 Inches

9. Give your weight: 163 Lbs

10. Languages spoken: English YES X NO Name others; French YES NO X

11. How many dependents have you? (include your wife): 0 (Number)

12. What grade did you complete at school? 11 (Grade)

13. Describe any disabilities you may have.

14. If a member of a Union state: Name; Local No.

15. Veterans (Int): Did you serve in: 1914 War; 1939 War X

16. Theatre of Service: CANADA

17. Rank on enlistment: L/C. Rank on discharge: L/C.

18. Reg. No. R-3142 Unit KCAR

19. If you have a Pension, what percentage? %

20. Trade qualifications received during service

21. State machines you can operate

22. State what tools you can use

23. MARK WITH AN (X) ANY OF THE FOLLOWING WORK YOU HAVE DONE

Construction		Sawmill		Surface (Mine)		Laundry		Cook assisting	
Factory	X	Section Hand		Hotel—Restaurant		Waiter		Domestic	
Maintenance		Bush		Hospital		Cook		Char	

24. Are you applying for: Full Time Work... Part Time Work

25. Would you accept a job in your usual work out of town: Yes or No

26. DESCRIBE BELOW YOUR PRESENT OR LAST JOB

Name of Employer — Address

What work did you do?

Are you still working there? or When did you leave? How long did you work there?

What wages did you receive? per hour per week per day per month

27. DESCRIBE YOUR PREVIOUS JOB (previous to the one above.)

Name of Employer — Address

What work did you do?

When did you leave? How long did you work there?

What wages did you receive? per hour per week per day per month

28. DESCRIBE BELOW YOUR LONGEST PREVIOUS JOB (in the last 10 years)

Name of Employer — Address

What work did you do?

When did you leave? How long did you work there?

What wages did you receive? per hour per week per day per month

29. Give any additional information about your education or experience that would be helpful

30. I have been informed of my Unemployment Insurance Benefit Rights.

SIGNATURE OF APPLICANT

Sign your name here

UIC 701-615M-6-49

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CANADA

Indian Affairs. (RG 10, Volume 6002, File 1-1-1S, part 1)
School Files

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285 Charlton Ave. W.
Hamilton, Ont.
April 5th, 1950.

210

Mr. B. F. Neary
Supt. of Indian Education.
Indian Affairs Branch
Dept. of Mines and Resources.

Dear Sir:

The writer is a graduate student of McMaster University who is now part of the summer holidays from the 6th of May to the 21st of September.

On the 1st of March I forwarded an application for a teaching position in the Indian Residential schools. Since I am most to take the Postgraduate College of Education in the Autumn I am extremely anxious that I obtain experience in the teaching field.

May I take this opportunity of asking if I might be instructed during the coming summer as I would like very much to make the folk and feel that I could easily come into contact harmony with them.

Thanking you in anticipation

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of your consideration of my request.

Yours very truly

"Malcolm D. McKinnon."

Indian Affairs. (RG 10, Volume 6002, File 1-1-1S, part 1)
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Male | Fem. | Vet. | 1914 | 1939 | Pen. | Ins. | 665 | N.R. | 1 | 2 | 3 | 4 | Insurance No. | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | Occ. Code

APPLICATION FOR EMPLOYMENT

GENERAL

1. Print last name: SIM | First name: VICTOR | Middle name: WALLACE
3. Main occupation (i.e. your usual work): STUDENT.
2. Full Postal Address: 41 [redacted] AVENUE, SIDNEY CREEK, ONTARIO.
4. Secondary occupation (i.e. what other work can you do?)

Registration Date: 5 4 60 (Day Month Year)
App. No.: 4-168-
Section No.:
Renewal:

APPLICANT MUST ANSWER CAREFULLY EVERY QUESTION LISTED BELOW

5. Give Telephone No. where you can be reached: SIDNEY CREEK 504 (Number)
6. How old are you? 21 (Years)
7. Are you? Single ✓ ... Widower) Married
8. Give your height: 5' Feet 10" Inches
9. Give your weight: 145 Lbs
10. Language spoken: English YES NO YES Name others French YES NO
11. How many dependents have you? (include your wife): NONE (Number)
12. What grade did you complete at school? STILL ATTENDING (Grade)
13. Describe any disabilities you may have: NONE
14. If a member of a Union state: NO (Name) (Local No.)

Veterans Only
15. Did you serve in 1914 War NO, 1939 War NO
16. Theatre of Service: -
17. Rank on enlistment: - Rank on discharge: -
18. Reg. No: - Unit: -
19. If you have a Pension, what percentage? - %
20. Trade qualifications received during service: -

21. Trade machines you can operate:
22. State what tools you can use:

23. MARK WITH AN (X) ANY OF THE FOLLOWING WORK YOU HAVE DONE

Construction		Sawmill	Surface Mine	Laundry	Cook assisting
Factory	-	Section Hand	Hotel Restaurant	Waiter	Domestic
Maintenance		Bush	Hospital	Cook	Char

24. Are you applying for: Full Time Work, Part Time Work -
25. Would you accept a job in your usual work out of town: YES (Yes or No)

26. DESCRIBE BELOW YOUR PRESENT OR LAST JOB

Name of employer: VARIOUS GENERAL FACTORY JOBS
What work did you do? DURING SUMMER VACATION.
What wages did you receive? per hour, per week, per day, per month
Are you still working there? or When did you leave? How long did you work there?

27. DESCRIBE YOUR PREVIOUS JOB (previous to the one above.)

Name of Employer: Address:
What work did you do?
What wages did you receive? per hour, per week, per day, per month
When did you leave? How long did you work there?

28. DESCRIBE BELOW YOUR LONGEST PREVIOUS JOB (in the last 10 years)

Name of Employer: Address:
What work did you do?
What wages did you receive? per hour, per week, per day, per month
When did you leave? How long did you work there?

29. Give any additional information about your education or experience that would be helpful:
I AM AT PRESENT COMPLETING SECOND YEAR AT McMASTER UNIVERSITY WHERE I AM REGISTERED IN THE HONOUR GEOGRAPHY COURSE. I INTEND PURSUING A CAREER WITH THE FEDERAL GOVT.

30. I have been informed of my Unemployment Insurance Benefit Rights.

SIGNATURE OF APPLICANT

Victor Wallace Sim
Sign your name here

UIC 701-615M-6-49

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OUR FILE 9-11-2

YOUR FILE

CANADA

UNEMPLOYMENT INSURANCE COMMISSION

NATIONAL EMPLOYMENT SERVICE

31 Walnut St. S.,
Hamilton, Ontario,
April 6, 1950

Department Mines & Resources,
Indian Affairs Branch,
220 Queen St.,
Ottawa, Ont

Attention Mr. B. F. Neary,
Superintendent Indian Education

Dear Sirs:

Enclosed are applications from Victor W. Sim and Malcolm W. Applegate of Mc Master University, who are applying to you for summer work as teachers in Indian seasonal schools.

An early reply to the several applications now on hand would be appreciated.

Yours very truly,

J. S. Brown
for
William Mayall, Manager.

Enc 2

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1-1-1.(2)

, April 24, 1950.

Mr. William Mayall,
Manager,
National Employment Service,
Unemployment Insurance Commission,
31 Walnut St. S.,
Hamilton, Ontario.

Victor W. Sim
Malcolm W. Applegate
Ref. your 9-11-2 of April 6

Dear Sir:

We have received an unusually large number of applicants for Indian Seasonal Schools this year. From this number we have been able to select a number of applicants with previous teaching experience, and nearly all the positions are now filled.

Mr. Applegate is a good prospect, and if a sudden vacancy occurs, we will write to you immediately about him. Actually, we try to interest students who intend to go into Education as a life career, and Mr. Applegate does intend to go to Ontario College of Education.

Yours sincerely,

Bernard F. Neary,
Superintendent of Education.

BFN/AM

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1-1-1-(5)

, April 24, 1950.

Mr. W. Roy Langley,
33 Main Street,
Lennoxville, P.Q.

Dear Mr. Langley:

I have for answer your recent letter and regret to advise you that practically all our summer school vacancies have been filled with students who already have teaching certificates and some previous experience.

In view of your overseas experience and your interest in Education, we have noted your name in the event one of our present appointees can not report.

Yours sincerely,

Bernard F. Neary,
Superintendent of Education.

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POOR COPY

1-1-1 ( )

, April 24, 1950.

Miss Mary MacAulay,
244 Frontenac St.,
Kingston, Ont.

Dear Miss MacAulay:

I have for answer your letter of April 5 and regret to advise you that practically all the summer school vacancies have been filled. There is a possibility that we might have a other opening later in the summer, and I am therefore sending you one of our standard application forms.

Sincerely yours,

Bernard F. Neary,
Superintendent of Education.

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School Files

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1-1-13(E)

April 24, 1950.

Mr. John W. Kurtila,
21 Lippincott Street,
Toronto 2B, Ontario.

Dear Sir:

I have for answer your letter of March 28 and wish to advise that practically all our vacancies for Indian Summer Schools have now been filled by tudents possessing previous teaching experience.

Yours sincerely,

Bernard F. Neury,
Superintendent of Education.

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1-1-1S (E)

April 24, 1950.

MEMORANDUM TO FILE 1-1-1S:

SUMMER SCHOOL VACANCIES

~~1. BEAR ISLAND - Suggest Mr. Patterson~~ 4-4-1

~~2. COLLINS - [illegible] approved~~ 42144-2-3

3. DEER LAKE - 482-1

~~4. FORT HOPE - Probably Ross~~ [illegible] 387-1

5. FICKLE LAKE - Mr. Adams 478-1

6. BEARSKIN - 481-1

7. Osnaburgh (at Lake)

BFN/AM

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POOR COPY

AFETY ▲ F.LM ●

1-1-1 (9)

, April 3, 1950.

[illegible]:

[illegible]

Indian Seasonal School 1950

We now have teachers for all Seasonal Schools as follows:-

Wabowden
West Selkirk
Cross Lake
Norway House
Wanipigow
Stanley
Pukatawagan
Shamattawa
Bear Island
Rossville
Berens River
Collins
Deer Lake
Fort Hope
Island Lake
Lac Seul
Lake Manitou
Little Lake
Trout Lake
Cat Lake
Hornepayne - New
Pukatawagan

(also Rae)

B.F. Neary.

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School Files

April 28, 1950.

Mr. R.L. Hurshaw,
[illegible] Avenue, S.,
Hamilton, Ontario.

Dear Mr. Hurshaw:

I have for answer your letter of April 14 ap- [illegible] for a position as teacher in our seasonal [illegible], and regret to advise you that all our [illegible] have been filled by university students [illegible] previous teaching experience.

We note that you have gained teaching experience [illegible] and are familiar with the Indian [illegible] and their conditions. May we invite you to [illegible] to us again next year if you should be interested [illegible] for a position in our service.

Yours sincerely,

Bernard F. McEvay,
Superintendent of Education.

POOR COPY

-2- (.2)

. . 11 , 1 50.

Mr. John M. Bell,
79 Archledun Ave.,
Ha ilto , Ont rio.

De r Mr. Bell:

e h ve re ceived your letter and ap lication form
P1 and regret to advise you that all our
v i o al school te chers have be illed
b ty students commencing previous to their
ex erience.

e received n unusually large number of applications for these positions this year. May we invite you to write to us again next year if you should be interested in applying for a position at that time.

Yours sincerely,

Be.rd F. Henry,
Superintendent of Education.

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POOR COPY

1-1-1 (...)

, 3 Avril, 1950.

...

...

Messieurs:

Nous avons reçu votre lettre du 3 Mars, l... et nous nous faisons un devoir de vous informer que toutes les ... ne sont pas encore parvenues pour la saison de l'été ... elles.

Votre tout dévoué,

...

Général Fo. No. 27,
Circulaire out of ...tion.

...

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Poor Copy

, April 28, 1950.

[illegible], Jr.,
[illegible],
[illegible], N.S.

Dear Mr. Connell:

We have received your letter of March 20 and regret to advise you that all our vacancies have been filled by university students possessing previous teaching experience.

We have had an unusually large number of applications for these positions this year, but we would be pleased to hear from you again next year if you should be interested in applying for a position in one of our schools.

Yours sincerely,

Bernard F. Neary,
Superintendent of Education.

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POOR COPY

1-1-1 (.7)

April 28, 1950.

Mr. William J. Brock,
951 Emery Street,
London, Ontario.

Dear Mr. Brock:

We have received your letter of February 28 and regret to advise you that all our vacancies in Indian residential schools have been filled by applicants with previous teaching experience.

We have had an unusually large number of applications for these positions this year but would be pleased to hear from you again next year if you should be interested in applying at that time.

Yours sincerely,

Bernard F. Henry,
Superintendent of Education.

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POOR COPY

1-1-15

1-1-15

9 Charles St. W.,

Toronto, Ont.,

April 21st 1930.

r. B.F.Neary,

Supt of Indian Education,

Ottawa, Ont.

7310

Dear Sir,

I have been informed through the S.A.C. Employment Office of the University of Toronto of positions open to students during the Summer as teachers at Indian Reservations in Ontario and Manitoba.

I happen to be very much interested in this kind of work but since I am not sure about the qualifications demanded I would like to get more of the details if it is all possible.

In June I shall graduate from an Honour Course (Modern History and Modern Languages) and in the Fall I intend to enter Emanuel College to study for the Ministry of the United Church of Canada. All the information you may need I shall send on request, but in the meantime I would appreciate it very much if I could obtain through you the information as regards conditions under which these appointments are to be made.

Thanking you for your consideration,

I remain,

Sincerely,

Roy G. Nuttall.

Roy G. Nuttall.

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POOR COPY

, ..pril 2c, 1950.

'•. ... 2. ...ll,
...t. .d..
..., ... lo.

De r Mr. Neelnall:

'e h:ve received your letter of April 21 and r.gret to .dvise you t at .ll .. v.cancies for positions as te.chers in our se .oml schools .ave been filled by univer.ity st.. onts possessing ..revi us te.e ing ex eriance.

'e have had an unusually lir.e number of applications ' is ye r but would be pleased to .e r fro. you a.ain next ye . if you should be interested in . teaching position at that time.

Yours sincerely,

Gerard F. He ry,
Superinten.ent of Education.

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POOR COPY

P.A → 1-1-13(.)

. April ., 1950.

Mi.. J.. .cFarlane,
1.. Pr.. ima .ve., N.,
.. ilton, ont.rio.

De.. Miss McFarlane:

We h.ve received your lett.r of .pril 17 concernin. e.loyment a. a teach.r in one of our Indian Sec.nal Sch.ols, and we regret to .dvise you that all our vac.ncies have been filled by university students po.sessing previous teaching ex.erie.ce.

We .ave had a consider.ble number of applications for these positions t.is ye.r, but if you should be interested in such a t.aching position next ye.r, e .ould be .lad to hear from you .gain.

Yo.rs sincerely,

Gerard .. He.ry,
.u.erin.. n.nt of .. tion.

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POOR COPY

190 Regina St. E.,
Hamilton, Ont.
April 1st

5670

Dear Sir,

I applied to you sometime ago for a position as teacher on an Indian reserve. I have since had an application which I filled in and returned, since then I have had no word concerning the position. In order that I may make plans could you let me know as soon as convenient whether the application was successful or not. I would like to determine as I work on a salary basis.

Sincerely,
W. Garland.

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POOR COPY

Copy to: Mr. William Layall,
Manager,
National Employment Service,
Unemployment Insurance Commission, 1-1-1.(7)
31 Walnut St. South, Hamilton, Ont.

, May 6, 1950.

Mr. Gustav J. Stubbe,
[illegible] Hamilton Ave. N.,
Hamilton, Ontario.

Dear Mr. Stubbe:

We have received your application for a position as teacher in one of our Indian Day schools during the summer of 1950.

We regret to advise you all our vacancies have been filled by university students with previous teaching experience. If you are still interested in one of these positions for the summer of 1951, may we invite you to write to us again when we would be pleased to consider your application at that time.

Yours sincerely,

Gerald F. Henry,
Superintendent of Education.

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School Files

POOR COPY

1-1-18

Nelso House, Man.
April 25, 1950.

Col. Bernard Neary,
Superintendent of Indian Education, 9222
Ottawa, Ont.

Dear Sir;

A while back I got a letter from a couple of school Boys from the Garnier School at Spanish Ontario, asking me to find them a job for the summer holidays. It is out of the question to get them up here to work as the trip would be too costly. omething to do closer to Spanish would be much more advantageous for the; but, not knowing much about Ontario, I thought that maybe you would have something to suggest.

One of the boys, Emile Hughes, is from Nelson House, seventeen years old, and expecting to complete Grade x in June. The other one, Cecil King, of Wikomigong is eighteen, and taking Grade ii(eleven).

They like to go to school, and they want to complete their education. But, they are also keen in doing something next summer to earn money for clothes, pocket-money, etc..

Your cooperation will be greatly appreciated.

Yours truly,
Roland G. Dause.

MAY 1 1950

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Indian Affairs. (RG 10, Volume 6002, File 1-1-15, part 1)
School Files

POOR COPY

1-1-13( )
471-1( )

, May 10, 1950.

Mr. Roland C. Lauze,
Teacher,
Nelson House R.C. Indian Day School,
Nelson House, Manitoba.

Dear Mr. Lauze:

I have for answer your letter of April 25, and I am writing today to Father Oliver, Principal of the Spanish Residential School concerning these two boys.

Yours sincerely,

Bernard F. Neary,
Superintendent of Education.

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School Files

P4 —> 1-1-13(S)
P71-1(S)

, May 10, 1950.

Rev. J.R. Oliver, S.J.,
Spanish Indian Residential School,
Spanish, Ontario.

Dear Father Oliver:

Please find attached a copy of a self-explanatory letter received today from our teacher at Nelson House, Manitoba.

I am afraid there is little I can do in placing these boys in employment this summer. They should try the National Employment Service if you feel they really need work.

Sincerely yours,

Bernard F. Neary,
Superintendent of Education.

POOR
COPY

Copy to: Mr. G. Martman

FA, —>1-1-1.(.)
-1(.)

May 1o, 1o5o.

Mr. Robert L. Marshaw,
9[illegible] Balsam Ave., S.,
Hamilton, Ontario.

Dear Mr. Marshaw:

You will recall our previous correspondence concerning an Indian school. A vacancy has suddenly occurred at the Jesuit Indian Day School in the Sioux Lookout Agency.

This is in Northern Ontario and has to be manned by plane. If you are still available and wish further details, please write to me at once.

I note we have not received an application form from you and would appreciate your completion of the attached form.

Yours sincerely,

Edward F. Henry,
Superintendent of Education.

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School Files

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[illegible] to Mr. G. Wetman

[illegible]

Dear Sir:

You will recall our previous correspondence concerning an Indian [illegible] At present no census is taken [illegible] [illegible] [illegible]

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School Files

POOR
COPY

Copy to: Mr. G. Swartman

1-1-1(3)
481-1(3)

May 1st, 1950.

Mr. R. Murray Delway,
Trinity College,
Toronto, Ontario.

Dear Mr. Delway:

You will recall our previous correspondence concerning an Indian school. A vacancy has suddenly occurred at the Pearson Indian Day School in the Sioux Lookout Agency. This is in Northern Ontario and has to be reached by plane.

If you are still available and wish further details, please write to me at once.

Yours sincerely,

DK

Bernard F. Neary,
Superintendent of Education.

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EXCLUSIVE CONNECTION WITH WESTERN UNION CABLE SERVICE

CANADIAN NATIONAL TELEGRAPHS

W. S. ARMSTRONG, GENERAL MANAGER
TORONTO

PA

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1-1-1 to

11913

Tottenham, nt.
May 9/50.

Col Scott,

Secretary of Indian Affairs,
Ottawa, Ont.

MAY 11 1950
RECORDS
INDIAN

Dear Sir

I have recently received [illegible] teachers, to fill a position during the summer months. I am very interested in securing such a position and would be pleased to have [illegible] of the requirements [illegible] I am [illegible] in a following letter. Perhaps it would suffice now to inform you that I hold an interim First Class Teaching Certificate, and have successfully completed [illegible] during prior to my entering the University.

I would appreciate it greatly if [illegible] requirements re: must can attend regarding [illegible] position for the summer months.

Yours truly
Edward J. Eagan

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POOR
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THE NORTHLAND

DIOCESE OF MOOSONEE

THE CHURCH OF ENGLAND IN CANADA

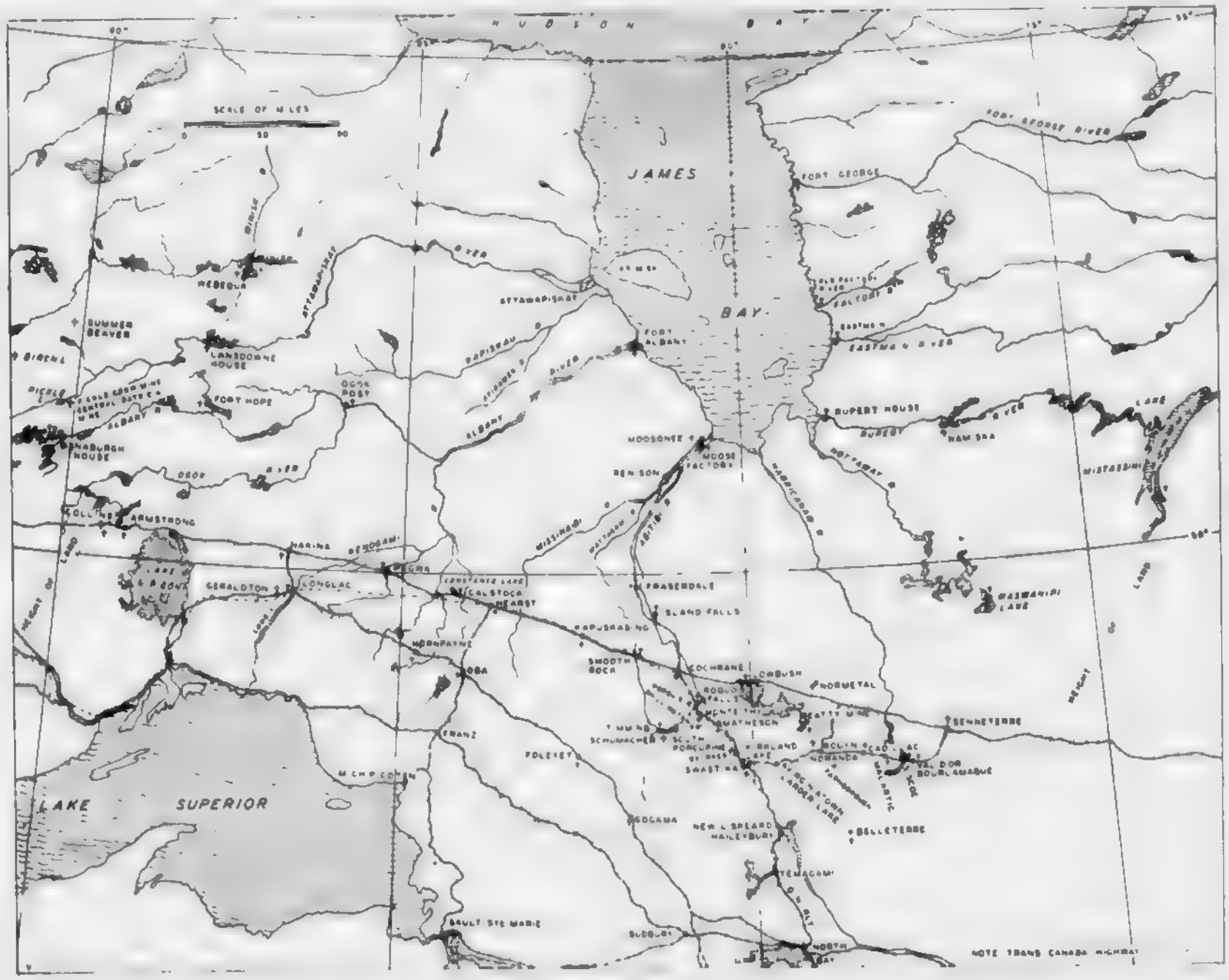
Lord Bishop:

THE RT. REV. ROBERT J. RENISON, M.A., D.D.

Area: 350,000 Square Miles

Churches marked †

Founded 1872

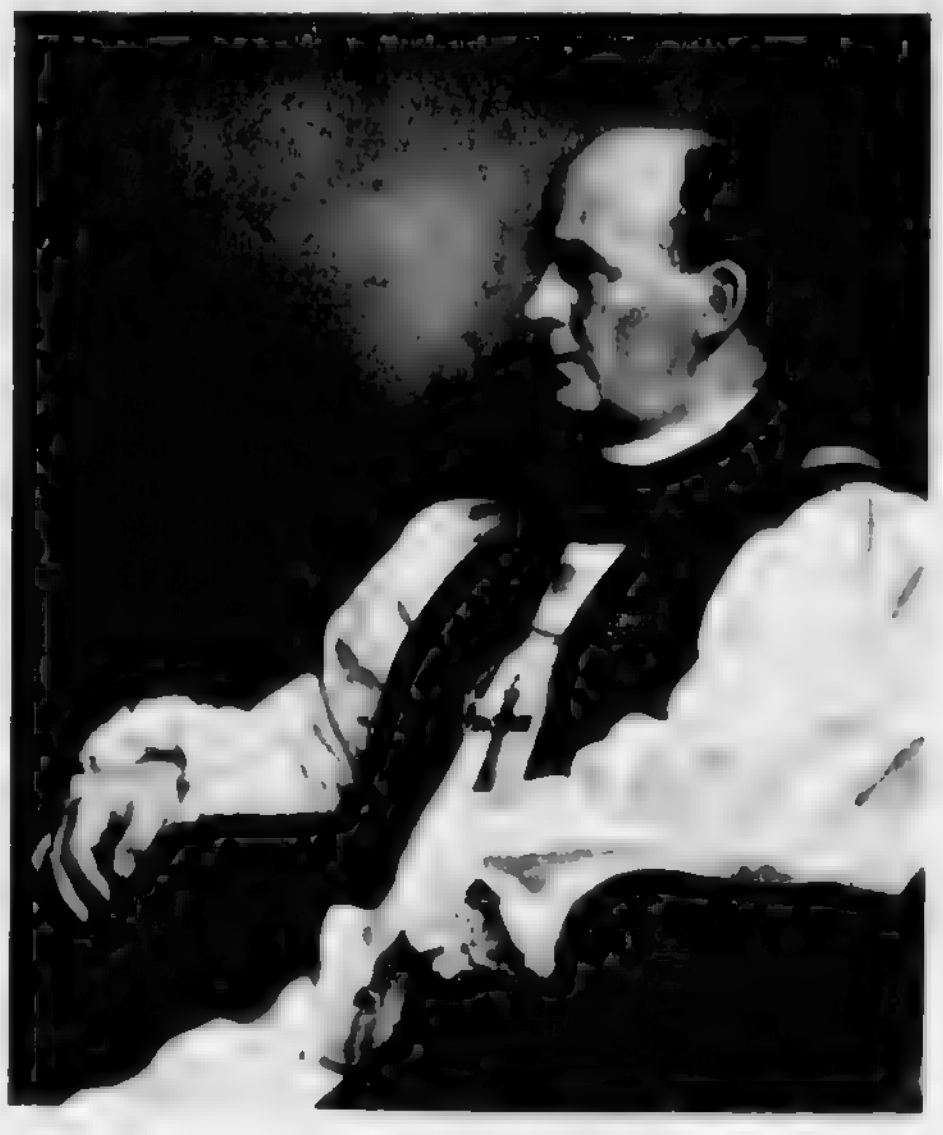


VOL. 5 JUNE, 1949 No. 1

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Portrait by Kennedy

ROBERT JOHN RENISON, M.A., D.D.

Archdeacon of Moosonee
Archdeacon of Hamilton
Dean of New Westminster
Bishop of Athabasca
Rector of St. Paul's, Toronto
Bishop of Moosonee

Through the generosity of Messrs. Ralph Clark Stone Limited, Lithographers, Toronto we are able to reproduce this portrait for "The Northland"

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ROBERT JOHN RENISON, M.A., D.D.

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FOUR
COPY

THE NORTHLAND

VOL. 5, NO. 4 JUNE, 1949

Published Quarterly by
THE RIGHT REVEREND
THE LORD BISHOP OF MOOSONEE

Office of Publication
of the Publishers
Post Office Box

THE BISHOP'S LETTER

My Dear Friends

The fifteenth Synod of the Diocese of Moosonee was held in St. Matthew's Pro Cathedral on May 11th, 12th and 13th

We were honoured by the visit of the Most Reverend Philip Carrington, D.D., D.C.L., the Lord Archbishop of Quebec. I think we all feel that the visit of the Archbishop was one of the highlights of the Synod. Dr. Carrington's personal charm, originality and humour has left a pleasant memory. The first Service was held on Wednesday morning, the following Deacons were ordained to the priesthood

Reverend E. B. dePendleton, B.A., the Reverend E. C. Grey, Reverend Lloyd Howard, and the Reverend George Loosemore, Mr. W. H. Thompson of Calstock was ordained Deacon. The Archbishop preached the sermon. Everyone was delighted to see the Venerable Archdeacon Woodall, D.D., in the chancel. His presence brought its own benediction

In the afternoon the Archbishop conducted a quiet hour for the clergy

The Synod service was held at eight o'clock in the evening, the Archbishop again being the preacher. The Synod then adjourned for preliminary organization There was a good number of new members Among the clergy and the laity there were new faces and fresh voices. The debates were very keen; I have never seen such a lively Synod in Moosonee

On Thursday evening there was a reception held at Bishopstope; there were nearly a hundred people present. Archbishop Carrington fascinated everyone with a most original and beautiful coloured film of the Lambeth Conference. On the last day of the Synod the great feature was the report on our Indian Missions in James Bay, given by Archdeacon Clarke. His story of the building of the great hospital at Moose Factory was quite thrilling

When the Synod was over I felt that the only lack was the presence of our clergy from James Bay Before next Synod I hope to arrange that



[illegible]

every priest in the Diocese will be able to attend In spite of the fact that we are [illegible] from the Diocese, our Missions and Parishes are almost completely filled. There is a spirit of optimism and happiness which will make this Synod a bright omen for the future

Yours faithfully

Robert Moosonee

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POOR COPY

KODAK SAFETY ▲ FILM



The Most Reverend P[illegible]

Northward Ho

By the Archbishop of Quebec

I came northward at the [illegible] Moosonee to address the Synod of the D[illegible] part in its fellowship. It is a D[illegible] miles and runs out into James' Bay. I [illegible] terested in it because our [illegible] to it; we have 280,000 square miles, and [illegible] Straits of Belle Isle. Somewhere there [illegible] tween the two Dioceses; it is called the Height of Land. As you make your way north you find [illegible] south until you [illegible] said [illegible] trees, that [illegible] rivers are found to be flowing north. [illegible] Height of Land, and passed into the D[illegible] Just where we did it, you d[illegible]

Actually I took north[illegible] Argenta. From North Bay the Ontario N[illegible] runs along the Ottawa River through H[illegible] Swastika. Somewhere in that neighbourhood in the H[illegible] of Land is its source. A few miles further [illegible] and Schumacher and [illegible] Abitibi rises, and flows north into James' B[illegible]

Near Schumacher on the Porcupine H[illegible] See House of the Diocese, a charming [illegible] to outfit[illegible] that [illegible] Scriptures that a bishop must be no brawler [illegible] and gentle. [illegible] Bishopstope' as the See H[illegible] unbounded.

The Synod Service was held in St. Matthew's Pro-Cathedral at Timmins under the direction of Dean Robinson. It is a new clean attractive church. Synod [illegible] had come from great distances. [illegible] able to come. Police have to be [illegible]

[illegible] [illegible] [illegible] [

We have given him the gospel. It is over a century now since missionaries of our Church first began to preach Christ to the Indian, and the Indian accepted Him. We have no more devoted Christians in our Anglican Church that the Indians of this great Diocese. They treasure their prayer books and their hymn books; they hold their own services in the woods; they pass on the Christian tradition to their children. Some of the Mistassinni Indians of the Moosonee Diocese, appear in summer in our Diocese of Quebec. I have held Confirmations and celebrated the Communion for them, and though they do not know a word of our language, and we do not know a word of theirs, we can see how much it means to them in their reverence and in their eyes.

We have a great responsibility for these Indians as Industrialism strikes deeper and deeper into their hereditary woods.

Good luck to the Diocese of Moosonee! It needs stout-hearted men in the north, and I thought from the look of their Synod that they seem to have them.

P. Q.

The Bishop Visits His Flock

By Margaret E. Plant

After the long winter months, a bright spot in the spring season is the annual visit of Rt. Rev. R. J. Renison, Lord Bishop of Moosonee.

This year the Bishop arrived at Hearst on the evening of Friday, April 8th. Of his many week-end engagements, one was to visit, on Sunday afternoon, Calstock Indian Reserve, Anglican Mission.

My husband and I were very kindly invited to go along. Due to the unavoidable absence (a great disappointment to us) of Mrs. Renison, it seemed fitting that I should pinch hit for her.

The Calstock Reserve is situated on the shores of Lake Constance, thirty miles west and north of Hearst. As we approached we noticed small dark skinned boys, posted as it were, at intervals along the road, appearing uninterested but we knew, quite excited over the arrival of their Bishop. We were guided by willing children to the teacherage, where we received a warm welcome from Mr. Thompson, missionary teacher in charge, and an even warmer welcome from his husky dog.

As I watched the preparations of the Bishop and Mr. Thompson, for the three o'clock service in the school house, and later saw the light in the faces of the Indians as the Bishop walked into the building, I realized, as I never had before, the significance of this service in the lives of these Cree Indians.

There were about seventy-five souls present, of all ages down to babes in arms, or in their gaily decorated "tagahnahgahn." Their baby dark eyes peeking out from among brightly coloured blankets and tartan wraps. Extra bottles and trinkets were brought along by their mothers, who themselves wore their brightest and best dresses and scarves.



My glance fell on the attractive improvised altar, which I later learned was built by the Indian boys under the direction of their teacher. It was set on small wheels, had shelves on the back for books, and on the front, an altar cloth of snowwhite linen bearing the Cree characters meaning, Holy, Holy, Holy.

I sat on a bench beside Chief Sutherland, and looked on his Cree prayerbook, thinking "what a clever man you must be, to be able to read that." I was amazed at the prompt and sincere responses of the Chief and his people. The hymns which were led by Mr. Thompson were sung in English, and appeared to be well known.

The Bishop, who misses nothing important, however small, had the Scripture read by David Soloman, a lay reader of many years, whose halting voice gave evidence of tired and failing eyes but whose willingness to take part was not diminished.

The service was conducted by the Bishop partly in Cree and partly in English, the English being translated into Cree by George Ferris. It was heart warming to see how every word was absorbed by these Indians. Even the little children appeared to be influenced and comforted in their small way.

There were twelve, seven girls and five boys, in the Confirmation class. The girls looking sweet and pretty in their dresses and veils of many colours, blues, red and bright yellows, so lovingly and proudly designed and made by their mothers. Their dark eyes shone, as they knelt before their Bishop for the 'Laying on of Hands.'

The Communion Service now began, fifty-five communicants, in groups of twelve, first the men, then after an exchange of babies, one to another, the women in turn, knelt before the altar in deep reverence, renewing their pledge of love and loyalty to their God.

Last, but by no means least, the hearty clasp of hands and exchange of greetings, with their Bishop, enquiries of relatives and friends at James Bay and other reserves, problems aired and advice given. The afternoon of worship so long anticipated had drawn to a close. After posing for pictures, which these people love to do, we watched them wend their way back to their cabins, each one, I know, feeling strengthened, spiritually and morally, and with a stronger sense of security in this great northland.

Personally, I walked away from the school house as if I were on a different plane, and feeling very humble.

At the teacherage, Mr. Thompson served excellent tea. which was much appreciated, after which he accompanied us on our return trip, to spend, in Hearst, the holiday which follows the visit of the Bishop.

My husband and I were left off at Hearst, while the Bishop continued on his way to Mattice, to conduct the third service of the day, and to return late that night to the delightful surprise of finding Mrs. Renison, who had arrived by train during the evening, awaiting him. So ended a glorious Palm Sunday.

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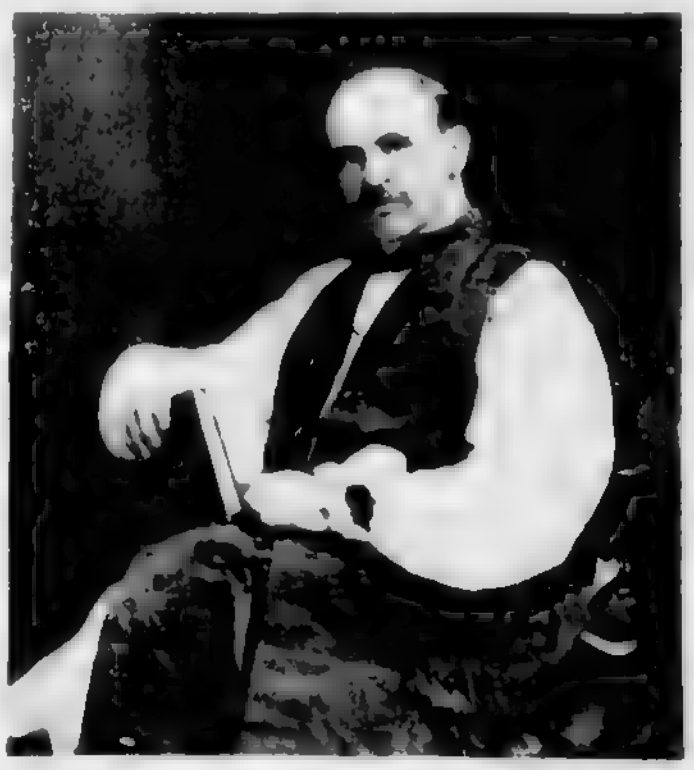
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RT. REV. JOHN HORDEN

First Bishop of Moosonee. Arrived at Moose Factory in 1851. Consecrated 1872 by the Archbishop of Canterbury in Westminster Abbey. Died 1893.



RT. REV. GEORGE HOLMES

Third Bishop of Moosonee, Consecrated, 1905. Translated to Athabasca, 1909



RT. REV. JERVOIS A. NEWNHAM

Second Bishop of Moosonee. Consecrated 1893. Translated to Saskatchewan, 1904.



MOST REV. JOHN G. ANDERSON

Fourth Bishop of Moosonee, Consecrated, 1909. Metropolitan of Ontario, 1930. Died 1933.

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Indian Affairs. (RG 10, Volume 6002, File 1-1-13, part 1
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BOOK
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A YOUNGSTER LOOKS AT SYNOD

From the Bishop's Charge of May 7, 1949

"The first Bishop was consecrated in Westminster Abbey and lived at Moose Factory on James Bay. Fifty years ago the only semblance of a Synod was the snowshoe trail from the distant posts on the east and west side of Hudson Bay when the missionaries came down to get the winter packet with the news of the last six months. Before the postman arrived from Mattawa five or six lonely men met their Bishop in the old log palace on the Island. It was only after the first Great War that Bishop Anderson organized the first Synod."

A few "highlights" seem to stand out, impressing this "youngster" as he looks back upon the fifteenth Moosonee Synod, held at St. Matthew's Pro-Cathedral, Timmins, May 11th, 12th and 13th, 1949

THE SYNOD SERVICE, of course, is expected to "set the pace" for the whole session, and we were extremely fortunate in having as Synod Preacher, the Most Rev. Philip Carrington, Archbishop of Quebec, our neighbouring diocese on the east. After drawing many illustrations from his work at the recent Lambeth Conference, and also referring to his own diocese, which is so similar to ours, he concluded by saying: "You have a job to do in holding the line here in this strategic area, a job that no one else can do."

It seemed to this "youngster" that the whole aim of the meetings that followed was "to get on with the job".

IN HIS CHARGE the Bishop reviewed the accomplishments of "The First Five Years", and "nailed the colours to the mast" for the next voyage. His "crew" supported him. The next Synod will commemorate the centenary of the landing of the first bishop, John Horden, on James Bay in 1851. For nearly a century the diocese of Moosonee has been fighting on two fronts. Now, with the erection by the government of a modern hospital at Moose Factory, the line has been joined.

THE INDIAN MISSIONS on James Bay still hold a great fascination for the Church. Archdeacon Clarke's report was received with enthusiasm and the clergy asked for copies to read to their congregations. The heroic labours of the missionaries at the outposts came in for special mention.

A diocese cannot operate without money, and this "youngster" thought that much of the Synod's work would have to do with cold facts and figures, but the TREASURER'S REPORT showed that the human element in financing had not been overlooked. Mr. Jamieson said he had been opposed to any centralization of church finances. He believed missionary diocese should keep their responsibility and give leadership to the whole Church. He was given a great ovation by the Synod.

As a "youngster", we were impressed by the idea of a SUMMER CAMP FOR THE TRAINING OF YOUTH LEADERS, a project introduced by Rev. G. R. Stanley of Kapuskasing. The Synod authorized a grant IF the money could be raised by the parishes. The laymen were particularly enthusiastic and pledged their support. We had FAITH, that was about all; but faith does work miracles. This "youngster" believes he will be at that camp this summer!

All work and no play makes Synod a dull time. Bishop and Mrs. Renison kindly arranged a reception at "Bishopstope" for the delegates and their hosts on the second evening of Synod. The feature attraction was a showing of the films taken by Archbishop Carrington at the Lambeth Conference, with His Grace's interesting commentary. We all enjoyed a very pleasant evening.

Before Synod closed, a resolution was moved by Canon Watton "AFFIRMING OUR LOYALTY, LOVE, AND ESTEEM, TO BISHOP RENISON IN THE GREAT WORK HE HAS UNDERTAKEN IN THIS DIOCESE."

While all the delegates rose to express their approval, the Bishop, visibly touched by this demonstration could only say "it's been great fun."

This "youngster" reflected that youth is not so much a question of age, but a state of mind.

The Diocese a century old, the Synod only fifteen. What does a fifteen-year-old stripling look for but fun, the fun of adventure, of blazing trails toward unlimited horizons.

D.N.M.

Editor's Note

The writer of this article, the Rev. David Mitchell was ordained in July 1944 at St. Thomas' Church, Moose Factory, leaving immediately with his bride for Rupert's House, James Bay, where they worked for four years.

Now Rector of St. Paul's, South Porcupine, this was the first Synod he has been able to attend.

Mr. Mitchell is now one of the associate Editors of The Northland.

OUR SUMMER STAFF

The following is the list of University Students working in the Diocese for the summer months, with their appointments.

Eight are at Indian Mission Schools and the last two are doing Parochial Work.

Name	Address	Post
Phillip Belyea	P.O. Box 44, Sackville, N.B.	Pickle Crow
Robert Ross	Huron College, London, Ont.	Fort Hope
Michael Hankinson	St. John's College, Winnipeg, Man.	Lansdowne
Charles Griggs	St. John's College, Winnipeg, Man.	Collins
J. Schaffter	Trinity College, Toronto, Ont.	Mistassini
Thomas A. Meikle	Trinity College, Toronto, Ont.	Mistassini
C. H. Brown	27 Linden Street, Toronto, Ont.	Waswanipi
G. W. Thompson	47 Elleralie Ave., Willowdale, Ont.	Waswanipi
David Ellis	Huron College, London, Ont.	Kirkland Lake, c o Canon Watton
Kenneth Bullock (Voluntary)	McGill University, Montreal	Matheson, Ont.

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CONFIRMEASTER

By Canon J. A. Watton, B.A.

It is only a writer's privilege to coin words and phrases; yet I feel sure that such a privilege should be extended to include clergymen. There are no words available, either ecclesiastical or common, that can describe the event of Easter and Confirmation when they fall on the same day. Such an event happened to St. Peter's, Kirkland Lake, this year. For the congregation; words would fail to describe the impact of such a day—the beautiful joyous Easter messages in lesson and song, culminating in the solemn, moving, hopeful rite of Confirmation in the evening.

For the Bishop and clergyman such an event is both mystical, joyous—and confusing.

As the Easter sun rises out of the East it lays it fingers of light on the already moving celebrant. As it climbs higher and higher as the day progresses, so also there arises the crescendo of worship and service. Then as the softer glow of evening gives eerie light, the long line of "brides and ordinands" process before their Bishop to



receive that ancient historical rite—the laying on of h[a]nd

Long after the sun has gone to rest, still they [st]and as they receive and congratulate those who have recently "come of age" in the Church of God.

Two days later, the world seems to have slowed d[own] to a more or less normal pace and once again the B[ishop] and the Rector can look out with more or less [per]vision. And they see (as they have felt in even the [most] confusing moments) that it was all infinitely worthwh[ile]. That here again the hand of God has been stretched [out] to guide and strengthen and sustain all who will [come] to Him.

THE BISHOP'S CANDLESTICK

In the days of Victor Hugo the Church was living in a Golden Age. She enjoyed the greatest possible power and authority—the world beat a pathway to her door. It was only natural that the visible head of that Church, the Bishop, should enjoy the greatest benediction of material possession.

Nothing was contained in his palace but material of the very best—aptly personified by solid gold or silver candlesticks. 'Tis a far cry from those days to our present generation. Little could Victor Hugo visualize a Bishop skimming over the snow on clumsy instruments made from the internal organs of a cat. Nor could he possibly foresee the down of an eider duck as the modern version of the four poster.

But least of all could he have foretold the replacement of the golden candlesticks, by its counterpart in flesh and blood.

Of all the prized possessions, I'm quite sure that ye olde Bishop held his candlestick as the most necessary, as it lighted his way in the dark, as it watched with him in his lonely vigils and drove away the shadows from a shadowy world.

So also today, while the vulgar display of wealth would be hard to locate in a Bishop's life, the candlestick is still there, lighting his way in the dark, giving light and hope and protection along a rough and oftimes lonely trail. We have changed its name to suit its nature—we call it a Bishop's Wife.

J. A. W

EDITOR'S NOTE: Permission is given to any B[ishop] who cares to use the above with the picture of h[is] stick.



Enclosed with this article was a cheque for six dollars with the following instructions: "Only to be cashed to reproduce the picture of "The Bishop's Candlestick."

(The Northland makes a profit on this)

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POOR COPY

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receive that ancient historical rite—the laying on of hands.

Long after the sun has gone to rest, still they stand as they receive and congratulate those who have so recently "come of age" in the Church of God.

Two days later, the world seems to have slowed down to a more or less normal pace and once again the Bishop and the Rector can look out with more or less normal vision. And they see (as they have felt in even the most confusing moments) that it was all infinitely worthwhile. That here again the hand of God has been stretched out to guide and strengthen and sustain all who will come to Him.

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EASTER IN THE MISSION OF BOURLAMAQUE

By The Rev. Norman Knox, B.A., L.Th.

Services Easter Sunday
St. Andrew's Bourlamaque
10.00 a.m.—Children's Service
11.00 a.m.—Holy Communion
18 Miles—St. George's, Malartic
1.45 p.m.—Children's Service
2.30 p.m.—Holy Communion
20 Miles—Church of the Redeemer, Cadillac
7.00 p.m.—Holy Communion

In Christ there is no East or West,
In Him no South or North,
But one great fellowship of love,
Throughout the whole wide earth.

The Appeal

My dear People:

The collect for Easter has the following suggestive words "We humbly pray thee, that as by thy special grace preventing us thou dost put into our minds good desires, so by thy continual help we may bring the same to good effect;" It is in this spirit I want you to keep Easter.

There are many New Canadians among us who have known a real Calvary in Europe. Can you do something to make the joy of Easter real to them? We have a great Church and it is set in a great field of opportunity in this country—the New North. We must pray for minds and hearts big enough and strength great enough to meet it. Do not let sectionalism narrow us, or littleness weaken us. Our vision must be large enough so that in a small way we can build the Kingdom of God. We have known enough of hatred which makes one man a foreigner but in Christ there is no East or West, North or South, so let us make a start of trying His way.

Our late Primate, Archbishop Owen, used the following words while addressing the Synod at Niagara in 1927. "We have a great work to do, and a great work can be done only in a great way, and by men who, in humility and faith, have seen a great vision." A vision is not enough unless we are prepared to live that vision.

Come yourselves to the Easter Services of your Church and bring a New Canadian.

Your friend and Rector,

Norman D. Knox.

The Response

The words of this hymn provided the inspiration for our Easter Services. The local English language newspaper "The Star", published in Val d'Or, devoted a column to describe the theme of our Easter Pastoral Letter which appealed to the congregation to welcome the New Canadians. The response was wonderful and our churches were filled with people from every walk of life and every part of Europe.

In the churches we had Russians, Ukranians, Finns, Germans, French, English, Irish and Scotch. The old European scarf worn over the head and the dainty flowered Easter bonnet both seemed to be quite natural. Even the quiet undertone of familiar prayers in the various Slavic tongues did not distract us from our central act of worship.

Christ is Risen—He is risen indeed.

We thought of the pilgrims in the streets of Jerusalem—of that great congregation in the Church of the Holy Sepulchre—of the churches of Europe and in England, and we prayed that the vision of a Fellowship of the Nations under Christ might be known to them.

For some of our foreign born people it was their first time to attend any Service in English. They were shy and a bit hesitant at first, but after awhile their faces began to reveal a sense of joy and tears wet the faces of some as they left the building.

One New Canadian (a D.P.) hesitated for a moment as though to say something before leaving. He struggled with limited English to express what it meant to him. There was an embarrassed silence and then I suggested

"Christ is risen."

Immediately his face flooded with a radiant smile and the reply came,

"He is risen indeed."

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HOW THE NORTH GROWS

The Field Secretary On The Wing

By H. G. Watts, D.D.

Thirty-five years ago the Missionary Society published an attractive little twelve-page pamphlet entitled "Moosonee," showing that although the Diocese had then been formed for more than forty years, the total population for the whole 600,000 square miles was 18,500 White, 6,000 Indians, and 1,000 Eskimo. Approximately two thirds of the total population were members of the Church of England. Almost the entire pamphlet is taken up with the discussion of the work among Indian and Eskimo, with very little mention of White work

Continuous changes have been taking place since then, but the last five years have undoubtedly shown unusual development in the life of our Church in this area. No longer can we claim two-thirds of much expanded population, but the advance which has taken place in our Church life as a whole is conspicuously inspiring. It is now six years since I visited the Diocese myself for the first time, but I found in my recent visit that in that brief interval every place where I went there was a real growth in all sides of Church activity. I was only able to spend fifteen days in the Diocese and that time was given entirely to visiting some ten parishes.

There are many things about which I might write which pleased me to see- the splendid new St. Peter's Church at Kirkland Lake with its so suitable and striking reredos; the new Rectory at Rouyn; the changes that have been made in the Pro-Cathedral at Timmins; the new Church at Cochrane; the spirit of cooperation and enthusiasm in the parishes typified by the decision to erect new church at Noranda; the friendliness and hospitality of the younger clergy and older clergy alike; the extraordinary devotion to duty of some of the older clergy who have been giving so many years of service in isolation, the indefatigable efforts of the lovable Bishop, and Mrs. Renison with all her enthusiasm in the way that she has adopted the work. Each or any one of these would have made an interesting article.

But it's difficult for me to write about what I found, because on looking back over the recent copies of the "Northland" I find that already special articles have been written upon most of the developments. There was one phase of the work however, which was most interesting, and concerning which I have not seen a great deal in the "Northland." This is the Japanese-Canadian settlement at Opasatika. The settlement there has been organized by the Spruce Falls Power and Paper Company which has generously provided a school for the children under the capable principalship of Miss Ide, a Japanese Canadian, and has also thoughtfully engaged one of our W. A. missionaries, Miss Foster, as her assistant. The Rev. G. R. Stanley of Kapuskasing kindly arranged for me to go there and made very careful plans. Early in the evening upon which we were to pay our visit, the Spruce Falls Movies Projector truck arrived at the Rectory with all the necessary equipment, including an electric generator as there is no electric power at the Japanese settlement. The night was quite cold enough, but not so cold as it had been just the week before and our driver regaled Mr. Stanley and myself throughout most of the twenty-five miles of snow covered roads with the visit that he had paid a week previously. How that at that time the truck had broken down in the course of the journey leaving them stranded some distance from any building and that how his fellow-passenger had received severe frost-bite to legs and feet as a result of the delay.

The settlement is on a little side road, one and one half miles from the main road. We were able to get through with the truck as far as the end of the settlement. It was too dark to see faces, but cheerful voices welcomed us and busy hands quickly helped us unload as we picked our way round in the deep-rutted snow. From there the equipment had to be pulled to the school house at the far end of the settlement on sleighs.

I have visited many places but never have I received a more enthusiastic welcome.

The little lamp-lighted school house was packed with about thirty-five children and their mothers. There were only two or three men as the others were away at work in the bush. The walls of the school had been decorated with thirty-five posters of welcome, each drawn by one of the school children. They knew Dr. Watts was coming and evidently some of them thought he was a medical man because they had depicted him with a little black bag. Without exception everyone of the posters was quite cleverly done and they were given to me at the close of the evening. Several of the posters quite artistically portrayed the arrangement of the houses of the settlement and helped me to picture what it was impossible for me to see in the dark.

Unfortunately, everything didn't work out just as we had hoped. The shaking of the projecting equipment either on the truck or on one of the sleighs put the "talkie" part out of commission. However, I was able to show the film and be the "talkie" myself. The children were intrigued to discover someone who could speak to them in the language which they hear in their homes, but while they understood Japanese, they were all well-acquainted with English. I am not sure that Mr. Stanley and our truck



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One of the posters.

driver appreciated the latter part of the evening quite as much as I did. A delicious meal was served, but Japanese food is an acquired taste. Following the meal, I was presented with an envelope containing money which was to be sent as a gift to the M.S.C.C.'s Kindergarten Training School at Nagoya in Japan. It was one of the largest collections taken throughout the whole of my visit and a great surprise to me. The journey back to Kapuskasing, after reloading the stuff onto sleighs and then onto the truck, was quite a cold one, but as the three of us sat crowded in the cabin of the truck the enthusiasm of the meeting dispelled the chagrin which our driver and movie operator had felt on account of the first time that his projecting equipment had ever failed him.

And so now in the Diocese of Moosonee there is another enterprise, that for the Japanese-Canadians. I am confident that it will not be long before the work will bring its reward in a number of baptisms both among the children and the adults, and will play a real part in forming the families into the life of our country of which they too are full citizens.

In the preface of "The Canadian Japanese and World War II", recent book of Professor F. E. LaViolette of McGill University, it has been pointed out how important it is "That those Canadians of other races who in years to come meet their fellow-citizens of Japanese race, should know what it has meant to be for five years a displaced person in your own land. And it is important that those Canadians to whose lips the word "Democracy" may rise should determine what it means to them." It is equally important too for us to know just what is happening to the Canadian-Japanese as they resettle in new areas to start all over again in their share in the life of our country. In the Opasatika settlement despite its rugged isolation—I asked one of the teen-agers how often they got to Kapuskasing which is their nearest town, and was told about once or twice a year—they are living happy, useful lives in the first stages of resettlement, looking forward to better prospects. The children are growing up in an atmosphere which, thanks to the Canadian-Japanese Principal of the school, Miss Ide, and the W. A. Missionary, Miss Foster, will help them take their place in our country's future.



An informal picture of the Chancellor of the Diocese, S. A. Caldbick, Esq., K. C. and the Bishop

BROADCASTING



The Pro-Cathedral of
St. Matthew
Timmins, Ont. - CKGB

Kirkland Lake, Ont.—CJKL
St. Peter's Church

Both—The Third Sunday morning in each month at 11 a.m.

The Church of the Air
Every Sunday at 4.30 p.m.—CBC

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A LETTER
from
Dr. B. H. HARPER
Moose Factory,
Ontario

THE SNOWMOBILE REPLACES THE HORSE AND BUGGY

My Dear Lord Bishop:

The notoriety suffered by yours truly relating to the kidnapping of Indian patients, so called "Mercy Flights" and other silly things, that are all in the day's work on this job, may have made me a "Legendary Figure," as you remarked, but I'm afraid I have not earned many of the nicer things reported.

I am very happy in my new work and at the risk of being inconsistent with reference to the last paragraph, I feel that I am doing a more worth-while job in my profession than I have ever done before.

On the evening of Friday, April 8th., having received word by radio, on the two days previous, that your Reverend Sam Iserhoff at East Main had all the symptoms of a post-influenzal pneumonia, my man, Jimmie Gunner, and a clerk of the H. B. Company, started from this Post with our snowmobile in bright moonlight at ten P.M. (Of course I went along too.)

The going was pretty good on the frozen snow except where we had to cross the mouth of several creeks and ran into bad slush. We traversed the twelve miles to the mouth of the Moose River by midnight, circumvented the shoreline of Hannah Bay, having to stay within the tide mark, and reached the midway point between East Point and Comfort Point opposite Stag Island on the peninsula between Hannah Bay and Rupert's Bay at daybreak. Here we made a pot of coffee and enjoyed a can of heated soup, refilled our gas tank with a spare ten-gallon drum of gasoline and set out across the channel to the leeward coast of Stag Island. This was quite an experience.

You may recall this stretch. There is, I believe, a very fast current here in open water, and during the great storms in the fall of the year, when the ice is first making, the action between the currents, tides and storms piles the ice up into huge masses with the cakes every which way. Some of these masses are as big as your house and all sizes from that down to that of the snowmobile. Valleys anywhere from four to ten feet deep between the windrows, with sharp crests formed from cakes of ice four to six inches thick, lying at an angle of 45 degrees to the horizontal, make most treacherous travelling. We had to wind our way over a zig-zag course for about eight miles of this stuff, taking nearly two hours to make the crossing.

We arrived at the mouth of Boatswain Bay at the foot of Sherrick Mountain at about seven A.M. There we had breakfast of bacon, a can of spaghetti and bread soaked in the bacon fat, washed down with steaming mugs of coffee. Does this bring back recollections and make your mouth water?

After breakfast, we had pretty good travelling from point to point and island to island up the East Coast to East Main, arriving there at twelve-twenty noon.

Mr. Iserhaff was quite ill and I found my diagnosis correct. He has an excellent heart and this has stood him in good stead. With large doses of penicillin administered then and again the following day, using a preparation that requires doses every twenty-four hours only, he was much improved when we left to return on April 10th. The H. B. C. Manager at this Post was instructed in the use of giving further penicillin treatments and the most recent word received is that his condition is much improved. I have every hope for his eventual recovery now, although one never knows just what to expect in such serious conditions as this, in a man of his age. He is a very fine old gentleman and everyone in this area is concerned. He is loved and respected by all.

We made an uneventful return trip, leaving East Main about ten a.m. and arriving back to Moose Factory about nine-thirty p.m. We covered 287 miles on the round trip. This is a new mode of travel and certainly a great improvement on dog-teams. There is also an advantage over the aeroplane, in that we can travel at night, through ordinary storms and under a low ceiling, all of which make it impossible for plane travel.

The letter you enclosed from Mrs. Wallbridge of Belleville, concerning the surgical instruments, was certainly a most kind gesture on her part and I appreciate it very much. It was good of you also to have my case in mind when you knew of the loss I sustained in the fire which destroyed my office and contents in our new Nursing Station. The instruments can be used to great advantage in treating the Indians under my care. I shall write to her immediately and explain things, requesting her to forward them to me. Thank you kindly for this.

Miss Iona Andrew of Fort Harrison (still in her cast) is now assisting me in the office here.

With very best personal regards to Mrs. Renison and yourself.

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Mr. Iserhaff was quite ill and I found my diagnosis correct. He has an excellent heart and this has stood him in good stead. With large doses of penicillin administered then and again the following day, using a preparation that requires doses every twenty-four hours only, he was much improved when we left to return on April 10th. The H. B. C. Manager at this Post was instructed in the use of giving further penicillin treatments and the most recent word received is that his condition is much improved. I have every hope for his eventual recovery now, although one never knows just what to expect in such serious conditions as this, in a man of his age. He is a very fine old gentleman and everyone in this area is concerned. He is loved and respected by all.

We made an uneventful return trip, leaving East Main about ten a.m. and arriving back to Moose Factory about nine-thirty p.m. We covered 287 miles on the round trip. This is a new mode of travel and certainly a great improvement on dog-teams. There is also an advantage over the aeroplane, in that we can travel at night, through ordinary storms and under a low ceiling, all of which make it impossible for plane travel.

The letter you enclosed from Mrs. Wallbridge of Belleville, concerning the surgical instruments, was certainly a most kind gesture on her part and I appreciate it very much. It was good of you also to have my case in mind when you knew of the loss I sustained in the fire which destroyed my office and contents in our new Nursing Station. The instruments can be used to great advantage in treating the Indians under my care. I shall write to her immediately and explain things, requesting her to forward them to me. Thank you kindly for this.

Miss Iona Andrew of Fort Harrison (still in her cast) is now assisting me in the office here.

With very best personal regards to Mrs. Renison and yourself.

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REPORT OF THE ARCHDEACON OF JAMES BAY



My Lord and Members of the Synod:

In presenting my first report as Archdeacon of James Bay, may I say I am deeply conscious of the great honour, and responsibility placed upon my shoulders, and ask for your prayers that I might measure up to the challenge presented.

I think it is safe to say, without appearing to be boasting, that we are beginning to get on our feet.

By far the greatest item in this report is the new Government Hospital now being built on Moose Island.

The official capacity of the hospital is 250 beds. I would venture to say it will house many more, from all over James Bay and northern Quebec, and even reaching into the Diocese of Keewatin. What a fertile field. The hospital will also contain two chapels of equal size. Daily services will have to be said, letters written for the patients and staff, and many other services to be rendered. If we don't do them, others are waiting and anxious to do so. An additional Priest for Moose Island is a "must". This also brings up the question of living quarters, etc. In the last year there has been some staff changes. Rev. David Mitchell left Rupert's House to become Rector of South Porcupine; Rev. M. Donaldson has been transferred from Albany Mission to Rupert's House. Mr. Cyril Elliott has been appointed missionary-in-charge at Albany. The Ojibway Missions were placed under the Rev. Mr. Vollick who however, was released by the Bishop this spring for work in Huron Diocese. And the Rev. Eric DePendleton is to be in charge in the Ojibway Missions Area.

While we are on the subject of men in these points I would like to stress a very important factor. In our diocese we need more, and closer contact between the men in these sparsely settled areas and the clergy and laity in the denser populated areas. You may not think it, but these men can get lonely. A letter, a magazine would help to build a comrade-ship that we all need, so much. We are not a divided Church. This is a great opportunity for our Laymen's Associations and others, and I would be happy to discuss plans with anyone interested.

At this point I would like to mention a special job of work being done by Rev. R. Louttit of Old Factory and Rev. Sam Iserhoff of East Main. They are developing a Primer for the teaching of Cree based on a similar system used by the Government in teaching English to European Immigrants to Canada. This will be of great assistance to summer students and others in their work.

On the material side work has progressed satisfactorily. Rupert's House has a fine new church. I wish to thank Rev. David Mitchell for his fine work there. It made a grand finale to his ministrations on the Bay.

Repairs are being made on a cottage at Collins to enable a summer student to conduct a day-school and take services at that very vital spot.

The church at Wabequa has now the needed doors and windows, thanks to the generosity of Mrs. Emmet, the wife of Archdeacon Emmet of Orillia, who asked that her Life Membership fee be placed there; and to the generosity of the W.A. of the Diocese of Rupert's Land, who at their annual meeting last February took up a collection on the suggestion of His Grace the Archbishop of Rupert's Land, and the proceeds were donated to the same church. St. Matthew's W. A. Winnipeg, arising from this same meeting, have undertaken to equip our mission house at Lansdowne House on Lake Attawapiscat.

We cannot speak too highly of the good works of the W. A. both on a Dominion and Diocesan scale in their efforts and kindness to our missionaries, and their missions.

The Rectory at Moose Island has been improved considerably, and the old day school is being changed into a parish hall.

Old Factory Church needs a tower and outside covering. This is a memorial church and though the interior completed last year is excellent, the exterior leaves much to be desired. There is a surplus of lumber at Rupert's which will take care of the tower, and money will be needed to cover the outside with suitable material.

At Albany the mission house needs a general overhaul, windows reset, roof renewed, etc., and the church painted. This is a very important spot, as the Church of Rome have an excellent set-up with buildings in fine shape, and we have a perpetual comparison.

As you all know, the Bishop has started a fund in Toronto for construction of a new church at Moosonee. There is no question of the need, as the present building, once the day school used by the Rev. Fred Mark, has seen better days.

The last portion of my report deals with Anniversaries. This year the Diocese of Rupert's Land celebrates its centenary. Something should be done by us to recognize this important event, as we are a child of Rupert's Land, and it was the seat of our first authority.

Secondly in 1951 St. Thomas Moose Factory will be 100 years old. A fund is underway to restore the church, and make improvements. But something from the Diocese should be done to mark this occasion, both from the point of assisting the restoration, and a suitable celebration.

We have entered into the second phase of the plan, so well conceived and put into force by our Bishop. The initial thrill of new enterprises and endeavour is past. We have now the difficult yet perhaps less spectacular job of maintaining "the pace set." There is no idea of slackening off by others, we have tacked our colours to the mast, we must go on in the words of St. Paul, "Let us run with patience the race that is set before us."

Respectfully submitted,

Neville Clarke.

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"Pro Pelle Cutem"

This Synod number is the last issue of Volume 5 With "blood, toil, sweat and tears" we have increased our circulation until now it stands at 2650. With YOUR co-operation and less toil and sweat on our part we would like to increase it another thousand. We hear continuously: "I do like the Northland—I read Mrs. So-and-so's."

Your subscription—A Dollar a Year—is our ammunition. "A skin for a skin" is the motto of The Hudson's Bay Company—YOU cannot save yours without paying for it.

The Editor.



MOOSONEE MAIL BAG

St. Andrew's Rectory,
Bourlamaque, Quebec

"I would also like to take this opportunity to tell you how much I enjoyed the last edition of the "Northland" The Irish scenes were all very familiar to me and made me feel very homesick. In my early days we lived in Donaghadee and father still has property there—the remainder of my years in Ireland were spent in Bangor, only six miles away. I attended Donaghadee Parish Church, the last time being in 1930 before I returned to Canada after spending a year in London and the Continent.

I had two very acceptable boxes of clothing and other useful articles from Mrs. McMaster of the Moosonee Group of Grace Church, Toronto. This is the third lot we have received from her and they are always like new. We were able to use many things ourselves and the rest soon found suitable recipients for.

H. K

East Main (James Bay)
Feb. 18th, 1949

". . . . We also received "The Northland" and your article of your visit to England is indeed very interesting So keep up the good work, will you? How are the people in Timmins? I think of them often. May God bless them. . . ."

Sam Iserhoff

UP QUETICO WAY

I let the paddle drip and raised my eyes
And wondered how these rivers find their way,
Spilled down the border hillside where they rise
To finish up next year in Hudson's Bay.
Bruised on rocks, worn out by steep cascades,
They rest in lakes which have a softer bed.
But every drop that trails along our blades
Is draining northward from the watershed.
An ocean on the march! a vast migration
Shouldering along a beaten path
And hurling its stupendous inundation
I stopped. Someone was giving way to wrath,
And looking round to comment: "Better learn.
You can't philosophize and paddle stern."

Taken from a British Columbia newspaper.

Bishop's House, Farnham Castle,
Surrey.

". . . .You will both be glad to know that building is going ahead again on the new Cathedral. We keep a very warm memory of the visit of all of you. The memorial stone to Lord Bennett has been put in its place on the outside wall with a temporary covering, and will be dedicated this summer. We remember especially your Bishop's speech when we gathered round it at its temporary resting-place. . . . "

John Guildford



The Bishops of Guildford and Moosonee in front of the Angel Hotel, High Street, Guildford, Surrey.

Timmins, Ontario.

". . . . for the Northland, and I enjoy it very much, its a grand magazine. Good Luck to "The Northland" and best wishes to the Bishop and yourself

G. A. P.

Edmonton, Alberta.

". . . . I feel as if I'd like to speak to you when I come across your photos in magazines. We'll have to have a 'Wives' Meeting'. . . "

Lorena Barfoot

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TRANSITION

and then came Easter

By

Elizabeth Renison

"My dear, is the Bishop's wife eccentric?"

"What a question!"

"Well, I saw her the other day walking around the drive-way, looking at the trees, pausing and pointing at this and that bare stick of a shrub that peeped above the snowdrifts. It was that fearfully cold day in February, 10 below zero, and when I said, 'What WERE you doing in that freezing weather?' she said, 'Gardening'."

I had put 'The Northland' to bed, and saying joyfully, 'Well, that job is done for three months,' took Chimo and Reggie and Judy out for a hike, and then fell by the wayside, and planned all the changes I wanted to make in our five acres.

Bishopstope kennels flourished. Reggie sired twelve. His family resided at the Hoyle Mine (since closed). We took two. Michael, the pick of the litter, and Judy, young and alluring, but showing the lesser breed of her mother.

Michael was hit by no less a personage than the Provincial Police car as it sped along the Porcupine Highway. The law allows a speed of 50 miles an hour in front of Bishopstope's drive. So Michael followed his predecessor, Michael 1st, our Irish Setter.

Judy had a comparatively brief reign. Chimo ignored her. Reggie was the adoring father and boy friend.

One day, the little five-year-old girl who delivers us eggs every week, from further along the highway, said gravely to the Bishop:

"Judy was naughty."

"What did Judy do?" said my husband

"She bit one of our chickens in the neck, and made it bleed."

"Did you punish Judy?" said the Bishop.

"No, she ran away."

The Bishop then produced the egg money and said, "Here is ten cents extra; five cents for you and please give the HEN the other five."

Without a smile the child said:

"I will."

(Enquiries revealed that the HEN was no worse.)

Three weeks later, we returned from one of the Bishop's periodical trips. Judy, Chimo and Reggie welcomed us joyfully, and also three other friends of Judy's.

Then Judy, spring fever and a love of sport proving too much for her, paid another visit to the HEN house, disposed of a chicken, carried it carefully home and deposited it at our door. Having paid for this in full, and requested that THEIR dog, a collie, be kept from our grounds, if possible, and THEIR wire fence fixed, where it was sprung, we kept Judy at home.

Three days later Judy leapt our enclosure. Her collie friend was sitting outside making insulting remarks



about helpless females—the two raced down the highway to the HEN house, and the door having been left open for a few minutes, Judy revenged herself for her confinement, to the tune of ten

Judy is now banished to the counterpart of Siberia, and Reggie is disconsolate. The collie stays at home.

Pre-Easter Confirmations—where we were touched by the Services, and thrilled by the growth in these places. Trinity College School, Port Hope; Hearst; Cal Rock; Mattice and Kapuskasing.

A 200-mile drive to Kirkland Lake—Easter Day there. The Bishop celebrated at one of the early Services, while Canon W. took a second, to another Mission.

The 11 a.m. Service at St. Paul's, Virginiatown, (the first in its history), when the little church was packed to the doors and many stood all through the Service. The Bishop's wife acted as baby sitter to a convoy of prams while the parents of the occupants stayed to make their Communion. Many new Canadians attended this Service. We shared a Prayer Book with one but when it came to the hymns we each sang our own version and it was equally pleasing to our Father.

Confirmation in the evening at St. Peter's when a class of 31 were presented. Three of these came from Swastika.

This Service was memorable, as this was the first Easter in the new St. Peter's. "We are compassed around by so great a cloud of witnesses," said the Bishop, –let us run the race that is set before us, looking unto Jesus, the Author and Finisher of our Faith."

Afterwards downstairs in the Parish Hall, when the Confirmation certificates were presented, I heard someone say, "Mrs. Renison is wearing a veil."

"She has to. Her hair is terrific."

Satan whispered to me in Holy Week. "Why not be beautiful for Easter?"

I went to the newest beautician. I dozed, and emerged, shorn, blued and curled, looking like Amelia Earhart with her curly wind-blown mop, but Amelia was in her twenties!

And Then Came Easter.



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Hon. Leslie M. Frost

Photo by Ashley & Crippen.

CONGRATULATIONS TO

The Hon. Leslie M. Frost, Prime Minister of Ontario.

Miss Constance Williston, new Dominion Supervisor for Girl's Work. She is a daughter of the Rev. W. B. and Mrs. Williston, formerly of the Diocese of Moosonee. Her H. Q. will be Toronto and she will travel from coast to coast.

Rev. and Mrs. Harley Balfour (nee Jean Fulton) married at St. Paul's, South Porcupine, May 14th, 1949.

CHURCH CALENDAR

July

3. Third Sunday after Trinity.
10. Fourth Sunday after Trinity.
17. Fifth Sunday after Trinity.
24. Sixth Sunday after Trinity.
25. Saint James, Apostle and Martyr.
31. Seventh Sunday after Trinity.

August

6. Transfiguration of our Lord.
7. Eighth Sunday after Trinity.
14. Ninth Sunday after Trinity.
21. Tenth Sunday after Trinity.
24. Saint Bartholomew, Apostle and Martyr.
28. Eleventh Sunday after Trinity.

September

4. Twelfth Sunday after Trinity.
11. Thirteenth Sunday after Trinity.
18. Fourteenth Sunday after Trinity.
21. Saint Matthew, Apostle, Evangelist and Martyr.
25. Fifteenth Sunday after Trinity.
29. Saint Michael and All Angels.

The beautiful paper for the cover of The Northland has been given to us by Mr. H. W. Wels of Canada Glazed Paper Company.

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Diocesan Paper of Moosonee
Published quarterly
By the Bishop of Moosonee

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"WATCH AND PRAY"

By Canon J. A. Watton

Just one short year ago it was the duty and privilege of "The Northland" to introduce to its readers the "five smooth stones" as they were ordained into the deaconate of the Church of God; missiles from the hand of God. Today they have received their full direction, for today they have entered upon the priesthood of the Church.

There they stand—four now—(one having been redirected physically as well as spiritually) and before their father-in-God make these heart-searchings promises, that to hear alone is a form of consecration for the hearer. As they kneel, one feels that the many hands of the priests laid upon their heads, are but the symbol of the manifold gifts of the Holy Spirit pouring into their lives. Here is one hand, calloused and gnarled by the effort of honest physical toil—and the fruit of the Spirit is love and joy. This hand is lined and not too firm and upon the head of the candidate is laid—and the fruit of the Spirit is long-suffering and gentleness.

There is a hand—a perfect poem in symmetry, with long fingers, finely tapered—and the fruit of the Spirit is goodness. The dark firm hand of the native Canadian is there, and the fruit of the Spirit is faith.

Then the hand that is the functional hand—there are many of these—so may they have in abundance the fruit of the Spirit which is meekness and temperance.

And over and above them all through the lips of the Archbishop of Quebec comes the loving command of God—"Watch and pray", "watch and pray".

There is only one thing lacking—and one lack that never can be filled—it is that all people should witness the deep religious depths of this Service. That they might see the layman take his first step as he comes to the deaconate, that they might see a few moments later the final step of self-consecration as four are made priests—that they might see in the hands laid upon their heads the fulfilment of that self-consecration in the lives of others and hear the challenge of love—"Watch and pray".

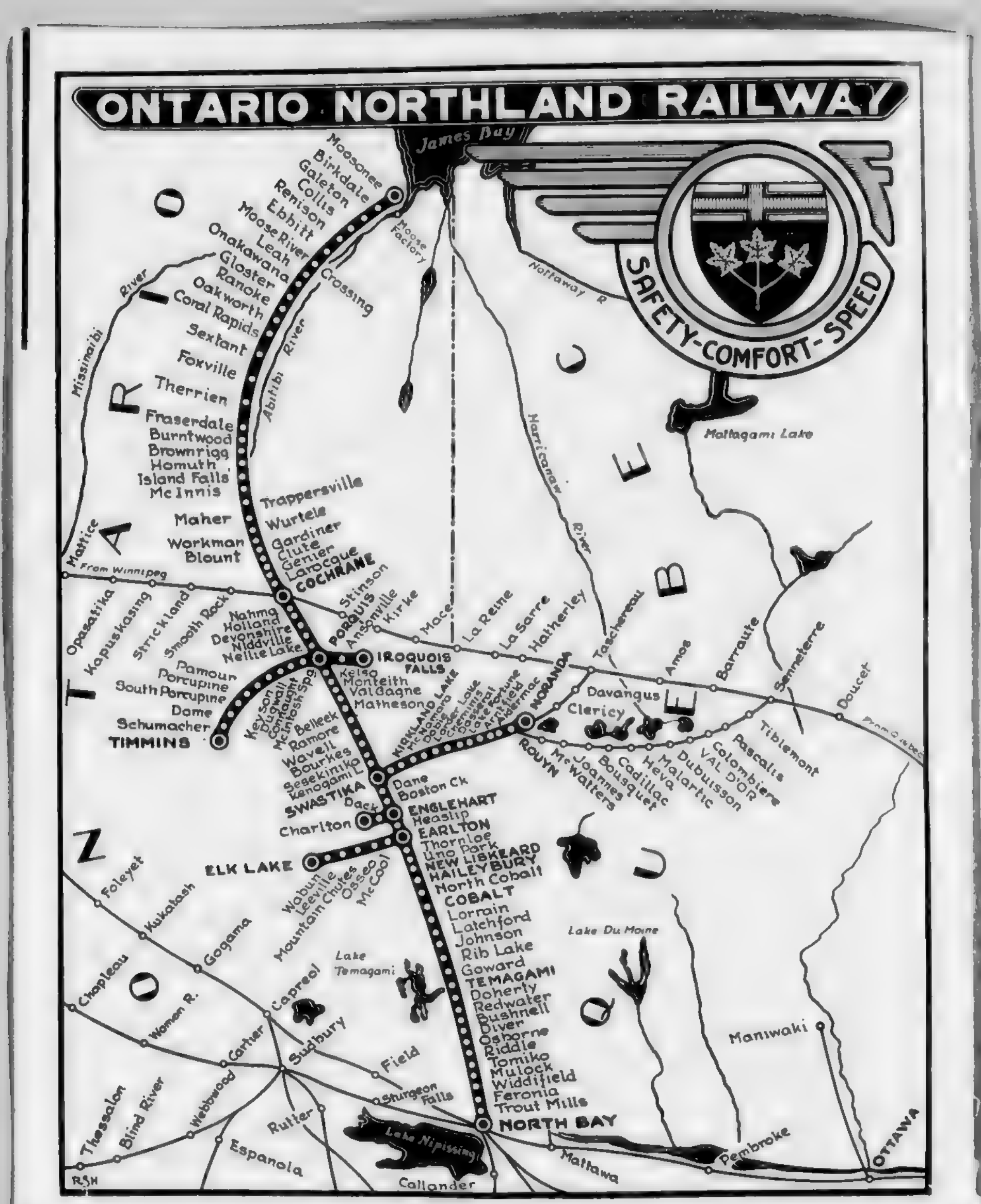


Left to right: Rev. W. H. Thompson, Rev. E. de Pendleton, Rev. L. Howard, Bishop of Moosonee, Archbishop of Quebec, Rev. G. Loosemore, Rev. T. E. Grey.

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Founded A.D. 1872. Area of Diocese, 350,000 square miles. Population, 105,000. Anglican Population, 20,000. Parishes, 8. Missions, 23. Congregations, 61. Clergy, 26. **Stipendiary Lay Readers, 7. Indian Catechists, 28. Honorary Lay Readers, 8. Churches, 40. Indian Boarding Schools, 1.**

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Attawapiscat
Kapiskow

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Senneterre — St. Andrew's Rectory
Stecon — Bourlamaque, P.Q.
Taschereau
Val d'Or

Central Patricia and — Rev. Ernest Doherty
Pickle Crow, Ont. — St. Andrew's Central Patricia

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Hanna — Cochrane, Ont.

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Cadillac

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Metagama, Ont.

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If you had an
Aunt Bessie in
Hindustan

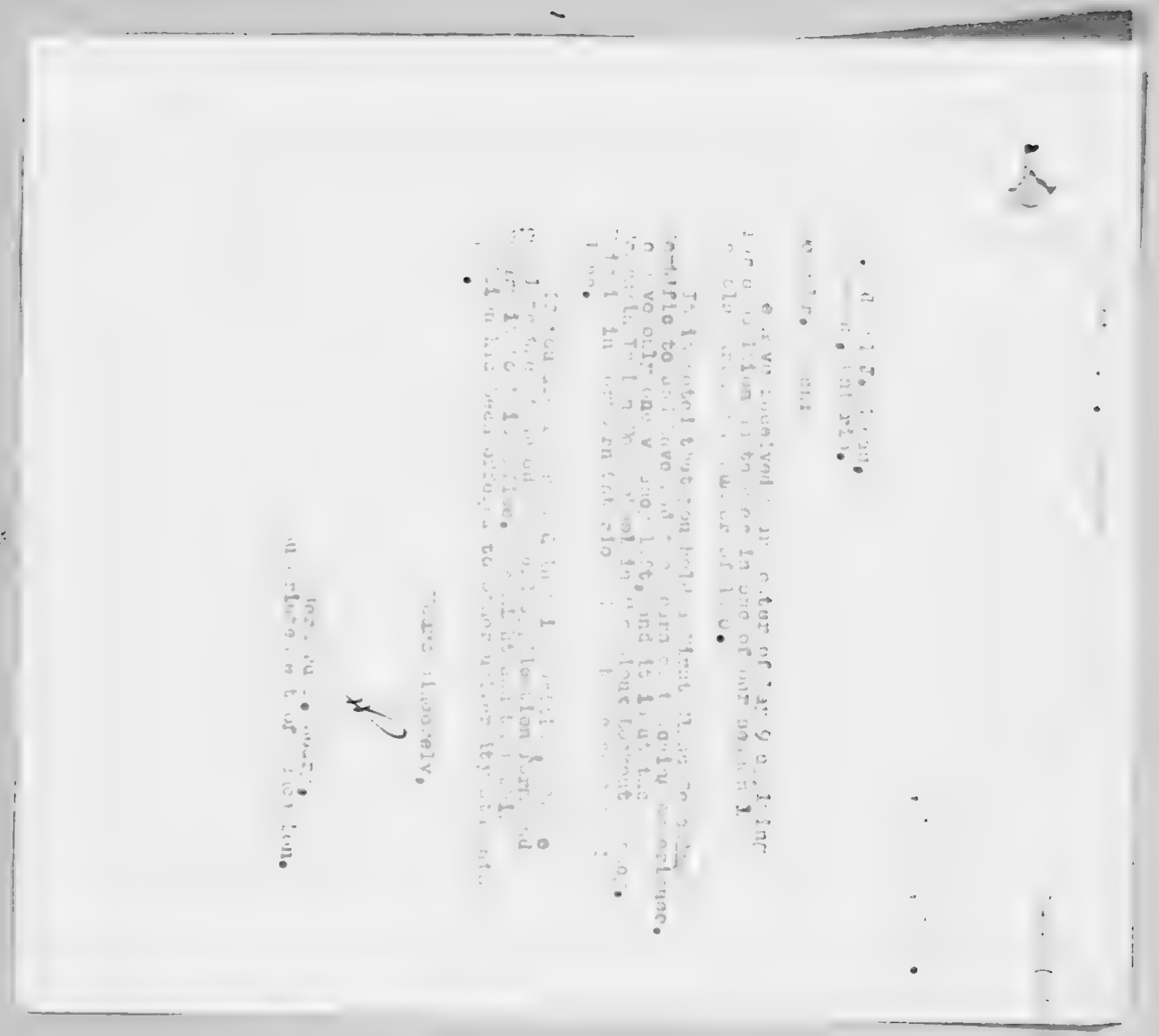


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1-1-1 (

Subject Heading:

Seasonal School Teachers

1. Miss Bell phoned regarding the appointing of teachers to our Indian Seasonal Schools.

2. She has decided to place the names of the teachers on the salary list effective the date we mention in our memorandum and remove all names effective September 1, 1950. This will avoid overpayment of salary.

3. If any teacher continues in a seasonal school after September 1, 1950, she would like us to send another memo advising of the closing date.

4. I presume this could be done as we receive the notification from each teacher.

5. Do you approve the plan she has in mind?

Miss Bell phoned re above matter 29-5-50

3/6/50

L.M.

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31 Kersdale Avenue, 7374
Toronto, Ontario,
July 24th, 1950.

Mr. B. Neary,
Superintendent Indian Education,
Indian Affairs Department,
Department of Mines and Resources,
Parliament Buildings,
Ottawa, Ontario.

Dear Sir;

I am writing this letter to inquire into the possibilities and qualifications required to teach Indians during the summer months for the summer of 1951.

I am a student at Queen's University, Kingston, in third year honour economics and politics. My course is such that in my fourth year I could graduate with a general honours degree. Several of my friends have been employed by your department in the above mentioned capacity and they have enjoyed it very much, and they have also appreciated the experience in teaching.

I am interested in education and would welcome such an opportunity if it were feasible. I would appreciate any information you could send me along with an estimate of the possibility for employment next summer.

Sincerely yours,

(Miss) Myrtle Morrison.

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Indian Affairs. (RG 10, Volume 6002, File 1-1-15, part 1
School Files

POOR COPY

1-1-18

(E)

167.

, July 27, 1950.

Miss Myrtle Morrison,
31 Kersdale Avenue,
Toronto, Ontario.

Dear Miss Morrison:

I have for answer your letter of July 24 and sincerely appreciate your interest in one of our Indian summer schools.

However, I feel that I must be fair in explaining to you now that we only appoint married women who accompany their husbands to such schools.

As you are doubtless aware, these seasonal schools are in very isolated parts of Northern Quebec, Ontario and Manitoba and we would be most reluctant to send in a single woman. If you have a friend of similar interest, it is possible there might be a vacancy for the two of you. However, the married couples who have been appointed to these two-room schools this summer have indicated that they wish to return next summer.

Yours sincerely,

Bernard F. Neary,
Supt. of Indian Education.

BFN/MMcN

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University of Toronto
TORONTO 5, CANADA

DEPARTMENT OF ANTHROPOLOGY

1951 JAN 8 AM 9:39

January 5th, 1951.

Col. Bernard F. Neary,
Superintendent of Indian Education,
Indian Affairs Branch,
Department of Citizenship and Immigration,
Ottawa, Ont.

Dear Colonel Neary:

I have been hoping that there might be some reason to take me up to Ottawa, but the excuse has not appeared. I hope our panel will reconvene, although I suppose everyone is so busy that it is difficult to find time for anything that is not immediately vital.

Although this may be too early, I am writing to ask about temporary summer teaching jobs. Among those who would be interested this year is a particularly able and well-balanced young woman whose ambition is to go into Ethnology and who wishes accordingly to get in touch with people in process of adjustment as soon as possible. The girl in question, Miss Joan Presant, was second in a class of over a hundred in her first year last year, and has gone into Anthropology which is entered at the second year level. Miss Presant had intended to go into Anthropology from her high school days and succeeded in workin· her way into a number of archaeological expeditions while she was still in high school. I took her on two and have found her an extremely co-operative, able and level-headed person. Year before last she was accepted for work on a joint expedition of the University of British Columbia and the University of Washington, where she was, I think, both the only girl and the only non-graduate student. She made good, although she was not even an undergraduate at the time.

Frankly, I have a great deal of confidence in Miss Presant both as a student and, which is much more important, as a level-headed young woman able to get along with people under diverse conditions. If it were ever possible to take a woman on to your temporary jobs you would never have a better bet than Miss Presant.

With best regards.

Yours sincerely,

T. F. McIlwraith

T. F. McIlwraith.

TFM/EL.

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1-1-18 (E)

, January 10, 1951

Dr. T.F. McIlwraith,
Department of Anthropology,
University of Toronto,
Toronto 5, Ont.,

Dear Dr. McIlwraith:

I have for answer your letter of January 5th concerning some teaching jobs.

I regret to advise you that I will be leaving the Department at the end of this month. I have received a most attractive offer to become Managing Director of Thomas Nelson and Sons Limited - and could not refuse in fairness to my wife and family.

However, I am pleased to forward to you several application forms which can be used by Miss Present and others of your students who might be interested in teaching in Indian seasonal schools during the coming summer.

I am sorry to leave this work as there remains so much to be done but I have no doubt that many of our activities will continue under capable management.

With kind regards for all your help in the past.

Yours sincerely,

Bernard F. Neary,
Supt. of Indian Education.

BFN/HM

Encl:

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KODAK SAFETY

DIOCESE OF MOOSONEE

RT. REV. ROBERT J. RENISON, M.A., D.D.
BISHOP
TELEPHONE-TIMMINS 783 W
TELEGRAMS - RENISON, TIMMINS

BISHOPSTORE
PORCUPINE HIGHWAY
SCHUMACHER, ONT.

Jan. 22, 1951

Col, Bernard F. Neary,
Supt. of Education,
Dept. of Indian Affairs,
Ottawa, Ont.

Dear Col. Neary;

I was very sorry to have missed you when I went to Ottawa at Christmas time. I could not choose the date for they wanted me to broadcast for C.B.C. on Christmas Eve. As a matter of fact, I spoke about our Northern district.

The work that we have been able to do through you in the last few years has evidently made an impression, and I notice that you have been writing some of the men whom we employed last year. I would be very glad indeed to know the men in whom you are interested, especially those who are available. I have several applications from men already, but there is no doubt that a man can be very much more valuable when he has been on the spot before. I was just now thinking of writing to some men next summer, but somehow I wondered whether the shadow of war would have anything to do with your plans for next summer. I hope not. However, before I write to anyone, I would like to have your opinion of the chances for continuing or expanding our work this year.

I am going to Toronto for a couple of weeks about Feb.7th, and I thought that I might be able to telephone you while I am there, or if you thought it was worth while I might be able to come down to Ottawa.

Yours faithfully,

Robert J Renison
Bishop of Moosonee.

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Indian Affairs. (RG 10, Volume 6002, File 1-1-1S, part 1)
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1-1-8

(E)

January 25, 1951.

The Right Reverend R.J. Renison, D.D.,
Lord Bishop of Moosonee,
Bishopstope, Porcupine Highway,
Schumacher, Ontario.

Dear Bishop Renison:

I have for acknowledgment your letter of January 22 and I was among those who listened to your C B C broadcast on Christmas Eve. In fact my wife and I were both very impressed and I wish to congratulate you on the fine presentation.

I would be pleased to have you contact the men who were in the field with us last summer and hope particularly that Mr. Meikle and his wife can return to Mistassini. If not, then I have a young man who taught at Pekangekum two years ago and I am going to have him write you about Mistassini. I feel that Mr. and Mrs. Law did good work also at Waswanipi and believe they might be interested again this year. I have not heard anything deregatory about the teachers for Collins, Lansdowne House, Osnaburgh and Fort Hope. We had good reports on Mr. Martinson at Lac Seul and on Belyea at Lansdowne House.

As you are aware by now, I will not be with the Department after the first of February and regret sincerely that I will be unable to meet you when you come through Ottawa. However, I do hope you will drop in to see me at my new headquarters, Thomas Nelson & Sons, 91 Wellington St. West, Toronto (3 or 4 minutes from the Union Station).

Yours sincerely,

Bernard F. Neary,
Superintendent of Education.

BFN/EM

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1-1-1 S

(E)

January 27, 1951.

The Right Reverend R.J. Renison, M.A., D.D.,
Lord Bishop of Moosonee,
Bishopstope, Porcupine Highway,
Schumacher, Ontario.

Dear Bishop Renison:

I have for acknowledgment your letter of January 24. It is quite true that I will be leaving the Indian Service on January 31 next.

With regard to summer school teachers, I wrote to you yesterday concerning this matter and I now attach a letter which I have received from Jameson Bond who, I believe, would fit in at either Waswanipi or Mistassini. Would you please reply to Mr. Phelan, returning Bond's letter with your answer.

I am writing Mr. Bond, telling him that he can expect to hear from you. I do hope that I will see you in Toronto as we are close to the Union Station and very easy of access. The address is:

Thomas Nelson & Sons,
91 Wellington Street West,
Toronto, Ont.

Yours sincerely,

Bernard F. Neary,
Superintendent of Education.

P.S. - I am also enquiring concerning the Pelmangakum School for Mr. and Mrs. Bond.

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DIOCESE OF MOOSONEE

RT. REV. ROBERT J. RENISON, M.A., D.D.
BISHOP
TELEPHONE - TIMMINS 783 W
TELEGRAMS - RENISON, TIMMINS

BISHOPSTOPE
PORCUPINE HIGHWAY
SCHUMACHER, ONT.

Jan. 24th, 1951

Col. Bernard Neary,
Supt. of Education,
Dept. of Indian Affairs,
Ottawa, Ont.

Dear Col. Neary:

I had a telephone message last night from Mr. H.T. Jamieson, a great friend of mine who happens to be in Ottawa. He told me that he had called upon you, which I had asked him to do. I was sorry that my trip to Ottawa during the Christmas holidays was so short that I could not get in touch with you.

Mr. Jamieson told me one thing which I may have misunderstood; it sounded rather alarming. He said that you were coming to Toronto. If that should be true, it will be a great blow to the Dept. of Indian Affairs.

I have been anxious about next year in connection with our Indian Schools, and I was very much relieved to hear that the plans which we have been able to carry out during the last few years can continue next summer. Your co-operation with the plan of rimming qualified teachers has borne fruit. I have several requests from students and University graduates for next year, but I have kept my list from last year and I am now going to write to these young men and find out how many will be able to come back next summer. There is no doubt that most of them are much more useful the second year than the first. If you do not mind, I will make a survey and send you a list as soon as possible for your consideration.

With kindest regards,

Yours faithfully,

Robert Renison
Bish of Moosonee

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Indian Affairs. (RG 10, Volume 6002, File 1-1-1S, part 1)
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1950 - Teachers and Supplies for Seasonal Schools

Schools by Agencies	1949 Teacher	1949 salary	1950 supplies	1950 Teacher	1950 salary
Abitibi Agency					
Manouan	Ursula Bordeleau	$155.		Miss U. Bordeleau	
	Lucille Francoeur	$130.		Miss L. Francoeur	
Mistassini	T. H. Meikle	$150.		Ablates	
	J. H. Schaffter	150.		Mr. & Mrs.	
Obedjiwan	Antonine Bordeleau	$155.		Miss A. Bordeleau	
	Clemence Lafontaine	130.		Ablates. Dizzy	
Waswanipi	C. H. Crouch	$165.		Mr. & Mrs. [illegible]	
	Kathleen Gull	60.			
Weymontachingo	Carmen Trepanier	$155.		Miss C. Trepanier	
	Marche Roberge	130.		Ablates Mrs. Marche Roberge	
Carleton Agency					
Stanley	D. Umpherville	$165.		Repeat	
Fort Norman Agency					
Fort Rae	Miss T. S. Allard	$200.		Repeat	
James Bay Agency					
Eastmain	Rev. S. Iserhoff	$132. ~~138.~~		Repeat	
Old Factory River	Rev. R. Louttit			Repeat	
Winisk Peawanuck	Rev. R. M. Alain	$108.		Repeat Mr. ~~Mrs.~~ Frank Jackson	
Natashquan Agency					
Natashquan	Mrs. M. A. Noel	$150.		Ablates	
Nelson River Agency					
God's Lake R.C.	Leon Levasseur	$165.		Now full time	
Shamattawa	A. G. McBeach	$200.		A. G. McBeach	$2.

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CANADA

Indian Affairs. (RG 10, Volume 6002, File 1-1-1S, part 1)
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Schools by Agencies	1949 Teacher	1949 salary	1950 supplies	1950 Teacher	1950 salary
Nipissing Agency					
Bear Island	Roy Thomas	#165.		Valentine U of T	
St. Augustine Agency					
Romaine	Mme. Jerome St. Onge	#150.		Mrs. M. St. Onge Ablates	
Sioux Lookout Agency					
Bearskin	J. Strang	#200.		~~Trapton~~ Harker	
Collins	C.D. Griggs	#150.		~~Raymond~~ ~~R Clarke~~	
Deer Lake	A.S. Short	#195.		~~OK~~ ~~Brown~~ Transfer Bond	
Fort Hope	Robt. W. Ross	#165.		~~Pinkerton~~	
Lac Seul	J.B. Martinson	#150.		Returning	
Lansdowne House	M.R. Hankinson	#150.		~~Resigned~~ Transfer Belyea	
Pekangekum	Jameson Bond	#165.		——— Jennings ??	
Pickle Lake	B.P. Belyea	#165.		Adams	Belyea to London
Sandy Lake	Alain Jubinville	#165.		Ablates - OK	
Trout Lake	Thos. Harper (Rsgd)	#165.	→	Write - OK	
	G.K. McFadden	#165.			
Eat Lake (Cancelled)				Mr L.R. Kellestly	
Stikine Agency					
Klappan	Rev. B.E. Studer	#162.		Bishop C	
Lower Post	Rev. F.E. Turenne	#162.		Bishop C	

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Schools by Agencies	1949 Teacher	1949 Salary	1950 Supplies	1950 Teache	1950 Salary
Stuart Lake Agency					
Fort McLeod	J. Bruinsma	#155.			
Yukon Agency					
Burwash Landing	Rev. E. Morisset	#162.			
Teslin R.C.					
Fort Selkirk				Rev	
Hompayne				Blais	
Pas Platte					
Mingan Agency					
Mingan				Rev M.J. Andre	

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School Files

POOR COPY

1-1-18

1-1-18 (E7)

, February 22,1951.

Miss Betty Ann Carrette,
712 Woodbine Ave.,
Toronto, Ont.,

Dear Miss Carrette:

We have received your letter of January 21 in which you expressed a desire to be employed as a seasonal teacher in the Arctic region during the summer months.

We employ teachers for Indian schools only a d we would suggest that if you are interested in employment in an Indian seasonal school under the auspices of the Church of England that you contact Right Reverend R.J. Renison, Lord Bishop of Moosonee, Schmuacher, Ontario.

Yours sincerely,

Philip Phelan,
Acting Superintendent of Education.

AM/HM

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POOR COPY

1-1 1 X

72 Brookdale Ave
Toronto, Ont
Jan 21, 1941.

Director
Indian Affairs Branch, Dept Mines and Resources
Ottawa, Ont

Dear Sir,

I leave forward any information you can regarding the duties and salary etc of teachers who are interested on teaching Indians groups on the Arctic coast during the summer months - December stamp there are a shortage of teachers willing to go there and would appreciate any information you can furnish me as soon as possible. I am one of the Church of England here in Toronto enquiries me to write you.

Yours very truly

Dilly - Ann Cavell.

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DIOCESE OF MOOSONEE

RT. REV. ROBERT J. RENISON, M.A., D.D.
BISHOP
TELEPHONE - TIMMINS 783 W
TELEGRAMS - RENISON, TIMMINS

BISHOPSTOPE
PORCUPINE HIGHWAY
SCHUMACHER, ONT.

Jan 31st
1951

Dear Mr Phelan

I have written to Mr Bond Esq. of the Dept. of Mines & Resources & at the Request of Mr Neary I send this letter to you. I am now making up a list of our Schools for next Summer & I will soon be in a position to Recommend Teachers. We are trying as far as possible to get the same men back. I shall be glad to cooperate with you in any way I can, where I can be of Service

Yours faithfully

Robert Moosonee.

(I have no Secretary for the present).

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COPY

CANADA

PLEASE QUOTE
FILE 1-1-1 S

(E)

DEPARTMENT OF CITIZENSHIP AND IMMIGRATION
INDIAN AFFAIRS BRANCH

Ottawa January 27, 1951.

The Right Reverend R.J. Renison, M.A., D.D.,
Lord Bishop of Moosonee,
Bishopstope, Porcupine Highway,
Schumacher, Ontario.

Dear Bishop Renison:

I have for acknowledgment your letter of January 24. It is quite true that I will be leaving the Indian Service on January 31 next.

With regard to summer school teachers, I wrote to you yesterday concerning this matter and I now attach a letter which I have received from Jameson Bond who, I believe, would fit in at either Waswanipi or Mistassini. Would you please reply to Mr. Phelan, returning Bond's letter with your answer.

I am writing Mr. Bond, telling him that he can expect to hear from you. I do hope that I will see you in Toronto as we are close to the Union Station and very easy of access. The address is:

Thomas Nelson & Sons,
91 Wellington Street West,
Toronto, Ont.

Encl.

Yours sincerely,

B F Neary

Bernard F. Neary,
Superintendent of Education.

P.S. - I am also enquiring concerning the Pelangekum School for Mr. and Mrs. Bond.

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1-1-1: (E7

, March 5, 1951.

Right Rev. R.J. Renison, M.A. D.D.,
Lord Bishop of Moosonee,
Bishopstope,
Schumacher, Ont.,

Dear Bishop Renison:

We have received your letter of January 31, 1951 and are pleased to note that you intend to contact the students who were employed in our seasonal schools last year in order to ascertain if they are willing to return this year.

We would be pleased to receive your list of names for seasonal schools in the near future so that we may take the necessary action in sending them docu ents for completion and contacting applicants for vacancy positions.

We have received a letter from Mr. and Mrs. Dunning who have informed us that they are willing to return to Pekangekum. Mr. and Mrs. Law also have written expressing their willingness to return to Waswanipi. We will write to these two couples sending them the necessary documents.

We have received an application from Mr. A.H. Black who is attending University of Bishop's College, Lennoxville, P.Q. He is applying for the Nemiska seasonal school. We have also received a letter from Mr. F.G. Howard-Rose who is also a student at the University of Bishop's College, Lennoxville, P.Q. He might fit into one of your seasonal schools.

If Mr. and Mrs. Meikle do not intend to return to Mistassini this might be a suitable vacancy for Mr. and Mrs. Bond.

Yours sincerely,

Philip Phelan,
A/Superintendent of Education.

AM/HM

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07784

Annesley Hall,
95 Queen's Park, Toronto 5, Ont.,
February 16, 1951.

Colonel B. F. Neary,
Superintendent of Education,
Department of Immigration,
Indian Affairs Branch,
Ottawa, Ont.

1951 FEB 20

Dear Sir:

I would like to make application to teach in Indian Schools during the Summer vacation. I am not sure of the requirements for such a position, but if interest and a real desire to go, are among them, then I would qualify from those standpoints at least.

Also, I will be twenty three years of age in July, and will have a degree in Psychology (in June) and since I am entering medicine in the fall I would be available to you during the summer for the next six or seven years (for I would like as much experience as possible amongst those peoples, as I intend to work amongst them once I am a doctor.).

I will gladly forward whatever recommendations you would like, on receipt of an application form.

I do hope I will be successful in obtaining a position through your department.

Yours truly
Nadyne Smith.

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POOR COPY

1951 MAR 8

Campbellville, Ontario,
March 6, 1951.

Department of Indian Affairs,
Education Branch,
Ottawa, Ontario.

Dear Sirs,

Would you please consider my application for a summer's teaching among the Indians of the north? I have had seven years teaching experience, six of them under Inspector L. L. Bruce, Milton, Ontario. I have no academic certificate since my summers thus far have been spent in university work.

Mr. H. Spears of Campbellville, has mentioned that this work is a very profitable and enjoyable experience. It was through many conversations with him that I became interested.

Yours truly,
William Bryant.

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151

Kenneth A. Lund
Sackville. N.B.

The Superintendent of Education
Indian Affairs Branch
Dept. of Citizenship and Immigration
Ottawa. Ont.

RECEIVED
1953 MAR 3 PM 2:2

Dear Sir:

If you require any more teachers for summer teaching among the Indian children of northern Ontario or northern Canada, please send me an application form.

This spring I graduate from Mount Allison University in English and Latin and shall be free from the middle of May to the middle of September, when I must leave to sail for England to take up my M Studies.

Yours truly,
Kenneth A. Lund.

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III. PROFESSIONAL AND ACADEMIC QUALIFICATIONS:

I attended High School at .MALVERN C.I. Toronto ..... in the Province of .....ONTARIO.....for ....5....years and received a Grade ..A..... Certificate. I then attended ...Toronto..... University for a period of .....4 .. years and received a ..B.A.(Tor.)..... degree (only where applicable; give other details of additional education on plain sheet of paper).

I attended a Teacher Training Course at ..... Normal School in the Province of ..... for ..... months in the years .....

I hold a ..... Class Teacher's Certificate of a .....(temporary or permanent) nature in the Province of .. .. It is numbered ..... dated .... and is valid until .....

IV. TEACHING EXPERIENCE:

Dates (month & year)	Name of School	Town and Province	Total Years
1. ..... to	.....	.....	.....
2. ..... to	.....	.....	.....
3. ..... to	.....	.....	.....

(Please account for all teaching experience; use plain paper if additional space is necessary).

My total teaching experience is ..... years in Indian Schools and .....years in Provincial Schools.

V. SUMMER SCHOOLS - In order to qualify for salary increments as shown in the schedule, I certify that I have attended the following professional summer schools, conducted by Provincial Departments of Education or Canadian Universities for a duration of four weeks or more in length:

Year	Course Taken	By Whom course was conducted	Length of Course in Weeks
1.	.....	.....	.....
2.	.....		.....
3.	.....	.....	.....

VI. SPECIAL QUALIFICATIONS:

List any special qualifications you have for Indian work .....
.....
.....

VII. REFERENCES AND INSPECTOR'S REPORTS

Please attach copies of references and your latest inspector's Report (if any).

VIII. I therefore request, in view of my qualifications and experience as detailed above, that I be classified as a Grade ... teacher and that my salary be a teacher in the ..... Indian Day School for the ..... year be set at $..... according to the salary schedule.

I understand (i) that all salary increases are clearly described in the schedule regulations as for "satisfactory service", (ii) that therefore it will be necessary for the Indian Affairs Branch to carefully consider School Inspectors' and other reports submitted upon my teaching service.
(Note: Details of our salary schedule are available in all Indian Agency offices. If the application is sent in with part of Section VIII left blank, we will inform you of the salary you would receive in our service).

Judith Richards 148 Hammersmith Ave Feb 2 1957
Signature Address Date

(Education Division, Indian Affairs Branch, Department of Citizenship & Immigration,

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Indian Affairs. (RG 10, Volume 6002, File 1-1-13, part 1)
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University of Toronto
TORONTO 5, CANADA

DEPARTMENT OF ANTHROPOLOGY

March 9th, 1951.

The Superintendent of Education,
Indian Affairs Branch,
Department of Citizenship & Immigration,
Ottawa, Canada.

Dear Sir:

One of our graduate students has asked to be considered as a candidate for a position as teacher in an Indian school this summer. I am forwarding her application. Miss Richards is a moderate student, who might do a reasonable job, but I cannot recommend her with any great enthusiasm. On the other hand, I do recommend Miss Fresant with a great deal of enthusiasm.

Yours sincerely,

T. F. McIlwraith

T. F. McIlwraith.

Encl.
TFM./EML.

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LIST OF SUMMER STUDENTS FOR THE INDIAN SCHOOLS

1 9 5 1

Name of the various posts	
1. Mistassini	2 teachers required
2. Waswanipi	2 " "
3. Fort Hope	1 " "
4. Lansdowne House	1 " "
5. Osnaburgh	1 " "
6. Pickle Crow	1 " "
7. Collins	1 " "
8. Hornepayne	1 " "
9. Namiska	1 " "
10. Moosonee	A spare man required for work on the Bay

10 Fort George

12 Nipigon

13 Pikangikum Dummy

UC

Notify all teachers of appointments

Copy ...

... appointments

... staff

Write Bishop Fleming.

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PROSPECTS FOR THE SUMMER OF 1951.

1. B. Philip Sallyea, 3rd year student at Sackville College, University of New Brunswick, with 2 years' experience, has volunteered for Lansdowne House where he was last year. P.O. address Box 44, Sackville, N.B.

2. Robert Ross, Senior student at Huron College. This is his 3rd year with us - will return to school at Hornepayne, Ont. P.O. address - Huron College, London, Ont.

3. Robert Adams, Huron College - served last year very brilliantly at Pickle Crow school - has been working this winter with Indian Boarding School at Sioux Lookout - has volunteered for the summer at Pickle Crow. Address - Indian Residential School, Sioux Lookout, Ont.

4. Donald McLeod, 3rd year student at Huron College - served last year at Fort Hope - has volunteered to return to Fort Hope for the summer. Present address -

5. Mr. B.W. Law, B.A. High School Teacher at Durham, Ont.

6. Mrs. Ruth C. Law, B.A. Durham, Ont.

Mr. and Mrs. Law, both university graduates, served last year as a team at the school in Waswenipi - they did a most excellent job, which was probably the most brilliant contribution I have ever seen in the North country for summer students. They have volunteered to return to Waswenipi for the summer. There is a residence there as well as a school, and I am sure they will be welcomed by the 300 Indians at this Post. They may be a little late in reaching their post but they will be worth waiting for. Whey

7. Mr. Frank Jackman Bishop's University, Lennoxville, P.Q. Mr. Jackman was a great success in opening the new school at Nakina, a hundred miles N.E. of Rupert's House in the highlands of Quebec. He has offered to return this year, where I hope he will not only be a successful teacher but will begin to build a permanent school. The mission work has been carried on in a tent for several years but with a small grant I think the Indians would be willing to build a school.

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List of Prospects 1961 - contd.

8. Mr. Thomas H. Masson, is a graduate of an American University who is now studying in Huron College, London. He seems a very capable and attractive personality. He served in the last war and is about 29 years of age. He is married to a girl who is a graduate in Physiotherapy and I believe has all-round nursing experience. I would suggest sending him to Collins for the summer as he would rather be on the railroad line where, he could be in touch with his wife. As an alternative, unless we can find someone better qualified, I thought that this young man and his wife might make an admirable team for the big school in Mistassini. I consider that Mistassini is the most important of all our summer missions.

9. Mrs. Thomas Masson ? Address - Huron College, London, Ont.

10. Malcolm Bruce Black Box 965, Lennoxville, P.Q. This young man has volunteered to go anywhere for the summer.

11. Mr. William Baldwin Wycliffe College, Toronto -- has volunteered to go anywhere.

12. Stewart Aldgate 2nd year university student, Huron College. Will go anywhere.

13. George Hamilton, 3rd year, Western University. Address Huron College, London. Will go anywhere.

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TELEP[illegible]E 1883

1-1-15

Catholic Social Welfare Bureau

135 Pownal Street

Charlottetown, Prince Edward Island

March, 20, 1951

Philip Phelan,
Indian Affairs Branch,
Department of Citizenship
And Immigration

Dear Sir:

We are writing in the interests of Duncan MacDonald and Dunstan Murphy, students at St Dunstan's University in Charlottetown, who will graduate with B.A. Degrees in May. Both are interested in taking Social Work studies, in the Fall of 1952. Previous to this they would like to spend a year teaching in some remote Eskimo or Indian Reservation. Actually, they do not care where they teach provided the remuneration would be adequate to enable them to resume their College studies in 1952.

These boys have worked their way along the hard path and we feel that they would do a good job. Any further references necessary may be obtained from Rev. Dr. J.P.E.O'Henley, St. Dunstan's University, Charlottetown.

No. doubt Father John MacDonald, Director of Catholic Family Service in Ottawa, has brought this matter to your attention, if not you might contact him for any help as regards the wants of the above mention students.

We thank you for your kind interst and any assistance you can give in this matter.

Sincerely,

Sister Mary Eugene

1-1-1-14-8

DIOCESE OF MOOSONEE

RT. REV. ROBERT J. RENISON, M.A., D.D.
BISHOP
TELEPHONE - TIMMINS 783W

BISHOPSTOPE
PORCUPINE HIGHWAY
SCHUMACHER, ONT.

Phillip Phelan Esq
Superintendent of Education(Indian Arrairs)
Ottawa. Ontarion

24.3.51

Dear Mr. Phelan

I wish to thank you for the copies you have sent me.or the letters to university students in the diocese of Moosonee, to whom you have offered the appointment as teacher this summer. As Co.. Neary knew many of these men before, I asked him to be so kind as to recommend them to you.

I am enclosing a list of appointments. There are eleven names. Besides these when I was in Toronto last week two young married students from Trinity College, Toronto asked me for an opportunity to teach. One of them has a wife who is a Graduate Nurse and I suggest that they communicate with you as to the possibility of sending the man to Moose Factory to act as teacher for the summer and his wife to the new hospital, where nurses I know are badly needed.

Only yesterday I received copies of three letters which you have written to Stewart Aidgate, Huron College; William Baldwin, Radcliffe College; and Malcombe Bruce Black, at Lennoxville. These were men whom I recommended generally, but you have recommended them to Trout Lake, Lac Seul and Deer Lake. These three schools are in the Diocese of Keewatin

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under the jurisdiction of Bishop Lofthouse. I have therefore sent him these three names and asking him to communicate with you. I wish to thank you for your courtesy and cooperation.

Let me know if there is anything I can do to help.

Yours faithfully

Robert J Renison
Bp of Moosonee

I have to go to Toronto next week from Wednesday till Friday. You will find a list of their and I thought I might telephone you while I am in Toronto to check on the necessity of any further information

R. J. R.

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✓	Mr. Bertram G. Law.	Durham, Ont.	Waswanipi.
✓	Mrs Ruth E. Law.	" "	Waswanipi.
✓	Mr. Jameson Bond.	8 Millbank Av. Toronto. Ont.	Mistassini.
✓	Mrs. Jameson. Bond.	" " "	Mistassini.
✓	Mr. D.B.Mc Leod	Huron College.	Fort Hope.
✓	Mr. B.P. Belyea	Box 44 Sackville. N.B.	Lansdowne.
✓	Mr. Robert W. Ross.	Huron College.	Hornepayne.
✓	Mr. G. Hamilton	Huron College.	Cat Lake (Osnaburg)
✓	Mr. R.E. Adams.	Sioux Lookout Indian Res. School.	Pickle Lake.
✓	Mr. Frank Jackman.	Bishop's College. Lennoxville, P. Q.	Nemicke
✓	Mr. T.H. Masson .	Huron College.	Collins

(NB) There further names I have sent to Bishop Lofthouse at Kenora for the Confirmation or otherwise of the Bishop of that District

Letter for 28/3/51

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1-1-18
(E7)

, March 29, 1951.

Reverend Sister Mary Eugene, C.S.M.,
Catholic Social Welfare Bureau,
435 Pownal Street,
Charlottetown, P.E.I.,

Dear Sister Mary Eugene:

We have received your letter of March 20, 1951 and are pleased to forward you two application forms which we would like to have completed by Duncan MacDonald and Dunstan Murphy .

When we receive their application forms we will be able to notify them of any vacancies which might exist. At present, we are waiting for replies from the teachers who were employed by us last year in our seasonal schools.

Yours sincerely,

Philip Phelan,
Superintendent of Education.

Encl:

AM/HM

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1-1-15
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Yours sincerely,

Philip Phelan,
Superintendent of Education.

Encl:

AM/HM

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KODAK SAFETY ▲ FILM

1-1-18
(E7)

, March 30, 1951.

Mr. John Maloney,
Indian Agent,
Mingan, P.Q.,

Please find attached a copy of a self-explanatory letter sent today to Miss Forest.

We have previously written to you concerning a seasonal teacher required for the Mingan Indian seasonal school. As we have had no reply we have referred this applicant to you if you feel that her services are required.

An early reply would be appreciated so that the necessary arrangements may be made in employing a teacher for the summer.

Philip Phelan,
Superintendent of Education.

Encl:

AM/HM

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1-1-1[illegible]
(E7)

, March 30, 1951.

Mr. B.G. Clench,
Indian Agent,
St. Augustin,
Saguenay Co. P.Q.,

Please find attached a copy of a self-explanatory letter sent today to Miss Forest.

We have previously written to you concerning seasonal teachers required for the Natashquan and Romaine Indian seasonal schools. As we have had no reply we have referred this applicant to you if you feel that her services are required.

An early reply would be appreciated so that the necessary arran ements may be made in employing teachers for the summer.

Philip Phelan,
Superintendent of Education.

Encl:
AM/HM

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1-1-18

1951 MAR 31 AM 11:02

INDIAN AFFAIRS

Trinity College,
Toronto, Ontario

March 30, 1951

Philip Thelan, Esq.,
Superintendant of Education,
Indian Branch,
OTTAWA, Ontario

Dear Sir:-

I have been requested by the Rt.Rev. R.J.Renison, Bishop Of Moosonee, whose name I submit as reference, to write to you concerning Summer Employment in the Moosonee District.

I am twenty-eight years of age. I received my elementary and secondary education in Aurora, Ontario. I served with the Canadian Army in Canada from November 1943 to May 1946. Upon discharge I entered the Rehabilitation School in Toronto where I completed my Senior Matriculation. I attended the University of Toronto and received my Bachelor of Arts degree in June, 1949. After graduation, I enrolled in the Trinity College Divinity School, where I am now completing my second year. During this time I have taught Sunday School and have had two courses in Christian educational methods at Trinity College.

Concerning other work, I have always been in an office. This includes about two years with the T.Eaton Company, and the past three summers with the Provincial Government of Ontario. While with the latter I worked one summer for the Mothers' Allowance Commission and two summers with the Ontario Public Trustee.

I shall be available for work from May 1st.

Yours Truly,

(Russell A.Sayer)

/s

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1-1-1:
(M?)

, April 17, 1951.

Mr. Hugh Stiff,
Trinity College,
Toronto, Ont.,

Dear Sir:

We have received your application form dated April 12th and presume that you are willing to accept the position at Moose Fort Indian Day School for the Summer of 1951. Would you please confirm this fact immediately.

Please find attached Personal Income Tax forms which you should complete in duplicate and return in the near future. Also attached is Reporting on Commencement of Employment and Closing Date Form. You will note that letter I must be received before your first salary cheque is issued and Letter J must be received before you are sent your final pay cheque.

As indicated in our letter of April 10, your salary would be at the rate of $17. a teaching month commencing on the date you report for duty.

If you have not already done so we recommend that you write immediately to Mr. J. . Allen, Superintendent, Indian Agency, Moose Factory via Cochrane, Ontario for details of the school.

Yours sincerely,

Philip Phelan,
Superintendent of Education.

AJ/MN

Encl:

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CORRESPONDENCE EXCLUSIVE LINE WESTERN UNION CABLE SERVICE

FORM 6105-B

CANADIAN NATIONAL TELEGRAPHS

W. M. ARMSTRONG
GENERAL MANAGER GÉRANT GÉNÉRAL
TORONTO

Send the following message subject to the terms on back hereof which are hereby agreed to
Veuillez expédier la dépêche ci-après sujette aux conditions mentionnées au verso laquelle est par les présentes

IN YOUR MESSAGE COMPLETE EXTRA WORDS COST ONLY A FEW CENTS
DANS VOTRE MESSAGE COMPLET LES MOTS SUPPLÉMENTAIRES COÛTENT À PEINE QUELQUES CENTS

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DIOCESE OF MOOSONEE

RT. REV. ROBERT J. RENISON, M.A., D.D.
BISHOP
TELEPHONE - TIMMINS 789 W
TELEGRAMS - RENISON, TIMMINS

BISHOPSTOPE
PORCUPINE HIGHWAY
SCHUMACHER, ONT.

that he cannot go to Sioux Lookout Agency to serve at Deer Lake. I wonder if he could be transferred to Namiska to take Mr. Jackman's place. By the way, I sent your letters about the students of that district to Bishop Lofthouse at Kenora, as it is in his jurisdiction. I have one further favour to ask you. Mr. Donald McLeod whom you appointed to Fort Hope would like to remain near Moose Factory this summer. He is doing strictly clerical work there, and he should remain. Have you anybody on your list who could take his place or would you like me to nominate someone else.

Yours faithfully,

Robert J Renison
Bishop of Moosonee

P.S.

Since writing the above, I have found a letter and a telegram from Mr. Francis Howard Rose, of the University of Bishop's College, Lennoxville, who would like to go to Fort Hope in place of Donald McLeod, and also a letter from Malcom Bruce Black, who will definitely accept the appointment to Namiska, if you agree. I think that this would complete our program.

I am enclosing these two letters.

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DIOCESE OF MOOSONEE

RT. REV. ROBERT J. RENISON, M.A., D.D.
BISHOP
TELEPHONE - TIMMINS 763 W
TELEGRAMS - RENISON, TIMMINS

BISHOPSTOPE
PORCUPINE HIGHWAY
SCHUMACHER, ONT.

April 18, 1951.

Philip Phelan, Es .,
Superintendent of Education,
Indian Affairs Branch,
Ottawa, Ont.

PERSONAL

Dear Mr. Phelan:

I have had letters from some of the students whom you have appointed to the Indian Missions for next summer. As you know, the problem of finance is very important to these young men, most of whom are working their way through college and in the Christian Ministry, they will never be rich. I have had an understanding for the last few years with Col. Neary and Mr. Hoey with regard to the travelling expenses, which the Government does not officially pay. The young men are instructed that their salary may be dated from the time that they leave home until they get home in September. With care, this just about pays for their railroad fare. The Church on the other hand, has undertaken to pay for air-travel from the railroad line to the Post. In this way, we have made it possible for the students to make ends meet.

In some of your letters to the students, I think they have misunderstood your perfectly correct statement but everything can be arranged if the understanding, which I have just mentioned, is still valid. I consider that the contribution which the Indian Department has made in the last few years in the new field of education is the most hopeful sign I have seen in all my years in the North Country.

With regard to some special students with whom you have been in contace, I have just heard from Mr. Frank Jackman of Lennoxville, that he will not be able to go to Namiska this year, as he has just been accepted for a government appointment; and I have a letter also from Mr. Malcom Bruce Black of Len..oxville, who feels

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CANADIAN NATIONAL TELEGRAPHS

W. M. ARMSTRONG
GENERAL MANAGER GÉRANT GÉNÉRAL

Send the following message subject to the terms on back hereof which are hereby agreed to
Veuillez expédier la dépêche suivante aux conditions mentionnées au verso auxquelles je consens par les présentes

(to ..., . ril .3, 1951.

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IS YOUR MESSAGE COMPLETE? EXTRA WORDS COST ONLY A FEW CENTS.
VOTRE MESSAGE EST-IL CLAIR ET COMPLET? LES MOTS SUPPLÉMENTAIRES COÛTENT À PEINE QUELQUES CENTS

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CANADIAN NATIONAL
TELEGRAPHS
W. M. ARMSTRONG
GENERAL MANAGER — GERANT GENERAL
TORONTO
RECEIVED APR 24 PM 3 38

.T.A [illegible] L=T [illegible] ONT [illegible]=

PHILIP PIELA.=

[illegible] DEPT OF [illegible] LOCATION=INDIA [illegible] BRANCH OTTAWA=

WE OFFER LACK BE NAMISKA AND ROSE BE FORT HOPE AGREE THE
TO NOTIFY YOU OF PROMPT ACCEPTANCE I APPRECIATE YOU
COOPERATION=

[illegible] ROOSONEE=

Book
copy

APPLICATION FOR EMPLOYMENT AS AN INDIAN DAY SCHOOL TEACHER

I. Name of School ....In Manitoba & Ontario.....

II. PERSONAL QUALIFICATIONS:

Name in full (please print)

.....Miss.....OLAFSSON.....LILLIAN.....
(Mr. Mrs. Miss Rev.) Surname) Christian Name)

Date of Birth DEC. 25/25..... Country of Birth CANADA.....

Sex ..female..... Marital Status Single.... No. of Dependents .....

Religious Denomination PROTESTANT..... Health .....

Canadian Citizenship ..... Racial Origin ICELANDIC.

Have you any defect of sight, hearing, speech, limb or otherwise? ...N.O....

.....

If so, give details .....

.....

Have you ever been hospitalized for Tuberculosis? .....No.....

Do you consider yourself physically fit to carry on teaching duties in an Indian school? .....YES.....

Travelling on reserve duty? ....YES.....

Were you ever employed in the Civil Service? ...NO.....

If yes, in what Department and your reasons for leaving? .....

.....

.....

Have you ever been charged with an offence? (Yes, or No) .No.....

If so, were you called before a court of justice to answer the charge against you? .....No.. What was the charge? .....

What was judgment in the case? .....

Have you ever been dismissed from or been forced to resign from any position? (Yes, or No) ....No.....

Give details .....

.....

How long are you willing to undertake service with this Department? .....
Minimum months .. May ... September.....

Are you willing to serve in any part of Canada, including remote districts?
.....YES.....

When will you be prepared to report for duty? ..May 1st.....

Military Service	Great War 1914-1918	World War II 1939-1945
Branch of Service and Date of Enlistment	.....	.....
Date of Discharge	.....	.....
Service in Canada	..... (Dates)	..... (Dates)
Other Theatres of War	..... (Place and dates)	..... (Place and dates)

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III. PROFESSIONAL AND ACADEMIC QUALIFICATIONS:

I attended High School at ...Ste. Rose du Lac..... in the Province of ...Manitoba.....for ...two...years and received a Grade ...XI..... Certificate. I then attended ...Brandon..... University for a period of ...two..... years and received a ...—..... .....—..... degree (only where applicable; give other details of additional education on plain sheet of paper).

I attended a Teacher Training Course at ...Winnipeg..... Normal School in the Province of ...Manitoba..... for ...10..... months in the years ...1944-45.....

I hold a ...Grade...Class. Class Teacher's Certificate of a ...permanent.....(temporary or permanent) nature in the Province of ...Manitoba. It is numbered ...—..... dated—..... and is valid until .....

IV. TEACHING EXPERIENCE:

Dates (month & year)	Name of School	Town and Province	Total Years
1. 1945 to 1946	Granville L.A.	Manitoba	1
2. 1946 to 1947	Turtle River S.D.	Manitoba	1
3. 1947 to 1948	Lake Kenora	Lake Kenora Man.	1
4. 48 — 50	Treeway L.	Winnipeg Man.	2

(Please account for all teaching experience; use plain paper if additional space is necessary).

My total teaching experience is .—..... years in Indian Schools and ...five.....years in Provincial Schools.

V. SUMMER SCHOOLS - In order to qualify for salary increments as shown in the schedule, I certify that I have attended the following professional summer schools, conducted by Provincial Departments of Education or Canadian Universities for a duration of four weeks or more in length:

	Year	Course Taken	By Whom course was conducted	Length of Course in Weeks
1.	1946	Leadership	Provincial Director	6 weeks
2.	1948	Painting (Art)	J. Martin: Banff on behalf of Dept. of Ed.	6 weeks
3.	.....	.....	.....	.....

VI. SPECIAL QUALIFICATIONS:

List any special qualifications you have for Indian work ...Have taught two Remote rural districts.....

VII. REFERENCES AND INSPECTOR'S REPORTS

Please attach copies of references and your latest Inspector's Report (if any).

VIII. I therefore request, in view of my qualifications and experience as detailed above, that I be classified as a Grade ... . teacher and that my salary as a teacher in the ..... Indian Day School for the ..... year be set at $..... according to the salary schedule.

I understand (i) that all salary increases are clearly described in the schedule regulations as for "satisfactory service", (ii) that therefore it will be necessary for the Indian Affairs Branch to carefully consider School Inspectors' and other reports submitted upon my teaching service.
(Note: Details of our salary schedule are available in all Indian Agency offices. If the application is sent in with part of Section VIII left blank, we will inform you of the salary you would receive in our service).

Lillian Olafson — Keyhaven Manitoba — April 24/51

Signature — Address — Date

(Education Division, Indian Affairs Branch, Department of Citizenship & Immigration)

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Queens University
Kingston Ont.
April 24/1951

Education Division
Indian Affairs Branch
Dept. of Citizenship & Immigration
Ottawa Ontario

Dear Sir:

Am forwarding my application for employment as an Indian Day School teacher with the hope of obtaining that position for the summer months from May to September, in the year 1952.

I would like to obtain such in the province of Manitoba or Ontario. Would also prefer a school on a reserve which employed two teachers or other professional worker.

Am very interested in this type of work and am fully aware of the work involved.

Also if an opening should unexpectantly occur for such a position for this summer,

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I would be free to accept it. I can be contacted through my home address - Reykjavik - Manitoba.

Thank you,
Yours truly
Lillian Olafson.

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1-1-14

DIOCESE OF MOOSONEE

RT. REV. ROBERT J. RENISON, M.A., D.D.
BISHOP
TELEPHONE-TIMMINS 783 W
TELEGRAMS - RENISON, TIMMINS

BISHOPSTOPE
PORCUPINE HIGHWAY
SCHUMACHER, ONT.

April 26th
1951

I don't know if you
can tell this Collei might be
useful to you if you need any
Student. This man seems
But he has certain personal
ideas which might or might not
fit in with his usefulness. If
you could use him you might
write to him. I have no
Obligations to him. But I like
to see the Foreign interest
Students in your foreign work

Yours faithfully
Roland Morrisseau

REGISTERED
APR 30 1951
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INDIAN
AFFAIRS

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COPY

March 4th, 1957

Mr. Robert [illegible]ence,
Park Plaza,
Toronto

Dear Sir,

I was very glad indeed to read in your letter of the 1st of march that there would probably be a possibility for me to go to Moose Factory this summer. Waking at my Ph. D. in History I am afraid I could not stay out of town the whole summer but only for a period not too much

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up north around the Hudson bay. Would you see any possibility for me to visit them after my stay in Moose Factory at my own expenses? I would be very interested to visit this part of the country and get in touch with life in those northern shores.

If you think it necessary I could come to Toronto to talk it over otherwise I could give you any information you want by letter.

exceeding two months.

I am 23, Dutch by nationality and protestant. Being brought up in France I know French, Dutch and English. Since 5 years I am living in Montreal where my father hold the post of consul General of the Netherlands. As a girl I have been for 3 years with the girl scouts. I would be willing to do any kind of work being within my capacities.

Professor Rousseau told me that you had other posts farther

Hoping to hear from you soon and with many thanks for your kind cooperation, I am, yours sincerely

Jerry Severster

1620 Seaforth ave
Montreal
P. Q.

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INSTRUCTIONS FOR THE SUMMER TEACHERS
FOR THE INDIAN SCHOOLS IN THE
DIOCESE OF MOOSONEE

TO BE READ CAREFULLY

(1) The Indian Schools, including the one to which you will be sent, are part of the Missionary Work of the Church of England, in Canada in the Diocese of Moosonee. Most of them are held in distant places, where the Indians gather for the Summer Months, after living in the woods, all winter. In nearly every place there is a little church.

(2) On my nomination you have been appointed as Teacher, by the Indian Department for the Summer, on the understanding that you will take a real interest in the Religious Life of the Indians. The native catechist will probably be holding a service every evening. They have their own Indian Books, but you should be there and help, if possible, for some of the people understand English.

(3) You will be paid by the Indian Dept. who will provide School Equiptment, and you will send your reports, carefully, regularly, to the Superintendent of Education, Indian Affairs Branch, Ottawa.
At the end of the Summer, I would like you to send me a general report of your work and experiences.

(4) Sometime, during the Summer, The Bishop will be visiting the Indians at your post, and spend a day or two with you. You might help the Indian Catechist to teach the boys and girls and prepare them for Confirmation.

(5) Instead of Travelling expenses your salary will be paid from the date you leave for your post till you return home.

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DIOCESE OF MOOSONEE

RT. REV. ROBERT J. RENISON, M.A., D.D.
BISHOP
TELEPHONE - TIMMINS 703W

BISHOPSTOPE
PORCUPINE HIGHWAY
SCHUMACHER ONT.

RECEIVED
MAY 5 1951
INDIAN AFFAIRS

4.5.51

Philip Phelan Esq
Dpt. of Education (Indian Affairs)
Ottawa.

Dear Mr. Phelan,

I received a letter from Mr. Hugh Stiff of Trinity College, Tronto whom you were good enough to appoint as teacher at Moose Factory. He withdraws his offer to go and I no he has notified you. I have no one else to suggest, if you should still need a man there, except Mr. Russell Mayer B.A. of Trinity College, Toronto.

He and Mr. Stiff came to see me some months ago. He is the only remaining candidate on my list.

I had a letter from Principal O'Neil of Huron College, London, Ontario about Mr. Aldgate, whom you appointed, I think, on my recommendation to Trout Lake which is not in my district, but in Keewatin. I cannot instruct him about that post and I do not know whether the Bishop of Keewatin wants him. I must keep out of his territory. As a last suggestion, I wonder if you would like to send Aldgate to Moose Factory instead of Stiff.

Finally I want to thank you for sending Miss Allingham to Moose. She is just the kind of person to do well there. I am sending you a copy of my instructions to the men whom you have appointed to the summer schools.

Yours faithfully
Robert J. Renison

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DIOCESE OF MOOSONEE

RT. REV. ROBERT J. RENISON, M.A., D.D.
BISHOP
TELEPHONE-TIMMINS 783 W
TELEGRAMS - RENISON, TIMMINS

BISHOPSTOWE
PORCUPINE HIGHWAY
SCHUMACHER, ONT.

March 24th
1951

Dear [illegible]

Had yr a letter this morning about your choice of Students for the various Summer Missions. Since then I have a letter from Miss Betty Allingham a Qualified Lady Student from Sernia who wrote to you She says you referred her to me - It seems to me that two months is rather a short period. And Also the only place where a woman would be Comfortable and protected might be Moore Factory They have a Summer School there I wonder if two Ladies would like to send her there - This is just a Suggestion -

I would like to Express my pleasure in the news that you are taking over the Office of Supt of Education - It is a great opportunity of keeping the Indians yours faithfully

Robert Moosonee

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Jom. M. Mac Eachern

St. Francis Xavier University
Antigonish, Nova Scotia

1951 APR 20 AM 8:56

INDIAN AFFAIRS

April 18,1951.

Mr. Philip Phelan,
Superintendent of Education,
Department of Citizenship and Immigration,
Indian Affairs Branch,
Ottawa, Ontario.

Dear Sir;

I understand that your department requires University Students to teach in Indian Seasonal Schools during the summer months. I wish to obtain such a position if there are any still available.

I will be graduating from Saint Francis Xavier University this spring with distinction and with a major in English.I intend to return to University next year for my M.A.,hence such a position would help me not only financially but academically.I hope to obtain a position teaching on the staff next term.

I can supply recommendations from the University staff and Executive if necessary.

Thanking you for your kind consideration and hoping to hear from you in the near future. I remain,

Yours truly

William M. Mac Eachern

William M. Mac Eachern

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Trinity College,
Toronto, Ontario.
March 21, 1951.

Major Clarke,
Educational Division,
Indian Affairs Branch,
220 Queen Street,
Ottawa, Ontario.

Dear Sir,

Canon Cook of the Indian School Administration of the Church of England has asked me to write to you regarding any needs there may be for summer teachers among the Indians. He suggested that the Moose Factory School may run a summer school or that perhaps there may be summer appointments elsewhere in a Day School District.

I am 22 and am graduating from an honour course - English and general subjects, from the University of Toronto. Any information you may have regarding summer teaching appointments would be greatly appreciated.

Yours sincerely,
Maurice T. Cook
Trinity College Res.
Toronto, Ontario

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